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*THE GORDON READERS—NEW SERIES*

# THIRD READER

BY

EMMA K. GORDON

D. C. HEATH & CO., PUBLISHERS  
BOSTON                  NEW YORK                  CHICAGO

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**NEW SERIES**

PRIMER  
FIRST READER  
SECOND READER  
THIRD READER  
FOURTH READER  
FIFTH READER  
TEACHERS' MANUAL  
CHARTS

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## TO THE TEACHER

IN the preparation of this book, emphasis has been placed upon the literature that belongs rightfully to childhood. A few information lessons about animals familiar to every child have been included, but the object of the book is not to instruct; it is rather to interest and to arouse a desire to read. Mother Goose rhymes and tales, fables, fairy tales, and folklore, with short poems by well-known authors, form the larger part of the book.

Some of the selections are longer than those usually included in readers of this grade. It is believed that this fact will add to the attractiveness in the eyes of the children. Such selections have been divided into parts of sufficient length for one lesson.

The words at the head of each lesson contain problems either of pronunciation or of meaning that the child may need help in solving. These problems should be solved before the lesson is read. If help is needed in the phonic problem, the teacher should stand ready to give it as the child reaches the point in the word where it is needed. All the words at the head of a lesson should be sounded.

As far as possible, these words are the key words of the lesson. The meaning should be developed by the use of the word in sentences rather than by definition, although both methods may be used. As each word is sounded, call for sentences in which it is used. Eliminate all sentences beginning: I see a —, I have a —, Sometimes a —, in favor of the state-

ment of an interesting fact. This will lead the child to acquire clear images. It will enlarge his vocabulary and increase his appreciation of the stories in which these words appear.

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# CONTENTS

	PAGE
MISS MUFFETT . . . . .	1
THE CAT AND THE PARROT . . . . . <i>Indian Folk Tale</i> . . . . .	2
BREAKFAST AND PUSS . . . . . <i>Jane Taylor</i> . . . . .	9
THE NEW FIDDLE . . . . .	10
IF ALL WERE RAIN AND NEVER SUN . . . . . <i>Christina G. Rossetti</i> . . . . .	12
THE RED COTTAGE . . . . . <i>Zachris Topelius</i> . . . . .	13
THE LAMBIKIN . . . . . <i>Joseph Jacobs</i> . . . . .	18
THE MONKEY AND THE NUTS . . . . . <i>Æsop</i> . . . . .	23
THE QUEEN OF HEARTS . . . . .	24
THE FOX AND THE GEESE . . . . . <i>Jacob and William Grimm</i> . . . . .	26
WILLY'S BED . . . . . <i>Laura E. Richards</i> . . . . .	28
JOE BLACK . . . . .	32
TWO TIMES TWO ARE FOUR . . . . . <i>Zachris Topelius</i> . . . . .	35
A GOOD PLAY . . . . . <i>Robert Louis Stevenson</i> . . . . .	41
SILLY MATT . . . . . <i>Norse Folk Tale</i> . . . . .	42
JACK JELF . . . . .	49
THE DUSTMAN . . . . .	50
MORE HASTE, LESS SPEED . . . . . <i>Jacob and William Grimm</i> . . . . .	52
VOWELS . . . . .	54
THE COW . . . . . <i>Jane Taylor</i> . . . . .	56
THE HURT DAY . . . . . <i>Gertrude Smith</i> . . . . .	57
THE TALE OF PETER RABBIT . . . . . <i>Beatrix Potter</i> . . . . .	64
MILKING TIME . . . . . <i>Christina G. Rossetti</i> . . . . .	71
THE HUNTERS . . . . . <i>Zachris Topelius</i> . . . . .	72
THE WOODCHUCK . . . . . <i>Agnes Ord</i> . . . . .	76
THE JIMMYJOHNS . . . . . <i>Abby Morton Diaz</i> . . . . .	79
THE TWO KINGS . . . . . <i>Irish Fairy Tale</i> . . . . .	83
DWELLERS IN THE MEADOW . . . . .	87
THE CITY MOUSE . . . . . <i>Christina G. Rossetti</i> . . . . .	91
TRUSTY HANS . . . . . <i>German Folk Tale</i> . . . . .	92

	PAGE
THE FAIRY BELL . . . . .	<i>Fairy Tale of Rügen</i> . . . 96
THE LITTLE ELF . . . . .	<i>John Kendrick Bangs</i> . . . 101
THE TREE FROG . . . . .	. . . . . 102
A FRIEND IN THE GARDEN . . . . .	<i>Juliana H. Ewing</i> . . . 105
THE HARE AND THE LION . . . . .	<i>Indian Folk Tale</i> . . . 106
THE BABY SQUIRRELS . . . . .	. . . . . 110
CHICKADEE . . . . .	<i>Ralph Waldo Emerson</i> . . . 113
AT THE SEASIDE . . . . .	. . . . . 114
THE HORSES OF THE SEA . . . . .	<i>Christina G. Rossetti</i> . . . 120
THE HALL CLOCK . . . . .	. . . . . 121
CRADLE SONG . . . . .	<i>Thomas Bailey Aldrich</i> . . . 127
THE THREE WISHES . . . . .	<i>Jacob and William Grimm</i> . . . 128
WHO HAS SEEN THE WIND? . . . . .	<i>Christina G. Rossetti</i> . . . 135
APPLE-SEED JOHN . . . . .	. . . . . 136
THE SUN'S TRAVELS . . . . .	<i>Robert Louis Stevenson</i> . . . 140
A STRANGE USE FOR PUMPKINS . . . . .	. . . . . 141
TWIN BABIES . . . . .	<i>Joaquin Miller</i> . . . 144
JACK AND HIS BROTHERS . . . . .	<i>Edouard Laboulaye</i> . . . 147
WISE WORDS . . . . .	. . . . . 155
WHERE GO THE BOATS? . . . . .	<i>Robert Louis Stevenson</i> . . . 156
ROLLO'S GARDEN . . . . .	<i>Jacob Abbott</i> . . . 157
LITTLE DOUGLAS . . . . .	. . . . . 165
LOOKING-GLASS INSECTS . . . . .	<i>Lewis Carroll</i> . . . 169
SINGING . . . . .	<i>Robert Louis Stevenson</i> . . . 171
THE STARS IN THE SKY . . . . .	<i>Joseph Jacobs</i> . . . 172
DREAMS . . . . .	<i>Arabian Nights</i> . . . 179
A RIDDLE . . . . .	<i>Christina G. Rossetti</i> . . . 181
HANS CHRISTIAN ANDERSEN . . . . .	. . . . . 182
THE GENEROUS ARE RICH . . . . .	<i>Zachris Topelius</i> . . . 187
HOW THE HARE SPENT THE NIGHT . . . . .	<i>Count Leo Tolstoy</i> . . . 194
QUEEN MAB . . . . .	<i>Thomas Hood</i> . . . 197
THE LION MADE OF BUTTER . . . . .	. . . . . 198
A DEWDROP . . . . .	<i>Frank Dempster Sherman</i> . . . 201
HOW DOTH THE BEE . . . . .	<i>Isaac Watts</i> . . . 201
FAR IN THE WOODS IN MAY . . . . .	<i>Edith M. Thomas</i> . . . 202

## PHONIC DRILL

CONSIDERATION has been given to the drill necessary in learning to read. The facts indicated in the phonic scheme on each page are gathered from the lesson it heads. They should be emphasized in the daily phonic drill given from the Charts.

The "Sections" indicated in each phonic scheme are to be found on pages 203-226 of this book, or in the Word List of the *Teacher's Manual*. In this list words are grouped according to a common phonic element, or to illustrate a phonic rule. Words from the list should be used by the pupil in the sounding, copying, and word-building exercises of the day.

The new facts presented in this book are: The sound of *kn*, of *u* and *ew* after *r*, of *ou* before *l* and *r*, of *bu*, *wr*, *gu*, *gn*; silent initial *h*, silent *w*, silent *n*, *ch* like *k*. Words illustrating these facts are found in sections of the Word List: 372, 349, 235, 374, 373, 376, 377, 378, 379, 381, 375, 380.

The phonic lessons and drills of the *Manual* preceding the lessons of this book should be very familiar to the teacher in order that she may be able to review intelligently the foundation already laid and to enlarge upon it. Pupils of the class who have not had the previous phonic training may be brought up to grade and ready to take up new work with the class by means of these reviews.

At least fifteen minutes each day should be given to phonic drills. These will include review chart drills, spelling exercises and games from the Charts, the presentation of new phonic facts, and the sounding of illustrative words from the reader or from the Word List.

For the best results, the three large Charts and the six Equivalent Charts should be kept in full display at all times. So placed they are in position for the drill purposes of the phonic lesson in which words and parts of words are formed by blending phonograms on letter squares with the phonograms on the Charts. They are also in position for reference in the reading lesson in solving word problems that arise; in the spelling lesson for correcting a misapprehension with regard to the formation of words; in the oral language lesson for correcting errors of enunciation arising from defective or illiterate speech; and in the written language lesson when the pupil consults them for the spelling of words that he wishes to use in his exercise.

When conditions are such that class drills from the large Charts are not possible or convenient, the phonic scheme illustrated on pages ix-xxiii may be used and all the drills of the *Manual* kept in constant review. In this work the pupils drill themselves at their seats under the direction of the teacher, and play interesting and practical spelling games. Pages containing the Charts (see pages ix-xii) are included in the book for use in these drills and games.

## PHONIC CHART NO. 1

ab	eb	ib	ob	ub
ad	ed	id	od	ud
am	em	im	om	um
ap	ep	ip	op	up
an	en	in	on	un
at	et	it	ot	ut
ag	eg	ig	og	ug
and	end	ind	ond	und
ash	esh	ish	osh	ush
ack	eck	ick	ock	uck
ank	esk	ink	onk	unk
amp	emp	imp	omp	ump
ang	elm	ing	ong	ung
atch	etch	itch	otch	utch

**PHONIC CHART NO. 2**

<b>anch</b>	<b>ench</b>	<b>inch</b>	<b>onch</b>	<b>unch</b>
<b>ass</b>	<b>ess</b>	<b>iss</b>	<b>oss</b>	<b>uss</b>
<b>ant</b>	<b>ent</b>	<b>int</b>	<b>ont</b>	<b>unt</b>
<b>ast</b>	<b>est</b>	<b>ist</b>	<b>ost</b>	<b>ust</b>
<b>aft</b>	<b>eft</b>	<b>ift</b>	<b>oft</b>	<b>uft</b>
<b>ath</b>	<b>eth</b>	<b>ith</b>	<b>oth</b>	<b>uth</b>
<b>aff</b>	<b>eff</b>	<b>iff</b>	<b>off</b>	<b>uff</b>
<b>ald</b>	<b>eld</b>	<b>ild</b>	<b>old</b>	<b>uld</b>
<b>all</b>	<b>ell</b>	<b>ill</b>	<b>oll</b>	<b>ull</b>
<b>alt</b>	<b>elt</b>	<b>ilt</b>	<b>olt</b>	<b>ult</b>
<b>ow</b>	<b>out</b>	<b>oud</b>	<b>ound</b>	<b>oup</b>
<b>oy</b>	<b>oil</b>	<b>oin</b>	<b>ook</b>	<b>oom</b>
<b>ay</b>	<b>ail</b>	<b>ey</b>	<b>eigh</b>	<b>igh</b>
<b>aw</b>	<b>awk</b>	<b>east</b>	<b>oar</b>	<b>ew</b>



## PHONIC CHART NO. 3

ar	er	ir	or	ur
bble	tion	ake	adage	by
ddle	sion	eek	edge	cy
ffle	ous	ike	idge	dy
ggle	tious	oke	odge	gy
pple	cious	uke	udage	ly
zzle	cial	ear	ave	my
ttle	tian	ead	eve	ny
could	ften	augh	ive	py
would	sten	aught	ove	ry
should	stle	ax	acks	sy
though	umb	ex	ecks	ty
thought	eau	ix	icks	zy
through	ph	ox	ocks	y

## EQUIVALENT CHARTS

	ay	
	ai	ea
a	eigh	ei
	ey	

	ee	
	ea	
e	ei	
	ie	

	y	
i	igh	

	oa	
	ow	
o	ou	
	oo	

	ui	
u	ew	

aw	au	
	augh	
all	alk	

# PHONIC STRIPS

xiii

The Strips on the duplicate page which follows may be cut out for use in the drills, or the pupils may make the Strips for themselves by placing the phonograms on narrow strips of paper in the order and position given.

<p>No. 1</p> <p>h m cl fl gl p ch bl spl sn sp th st sm sk k j z</p>	<p>No. 2</p> <p>y sh r tr br cr dr gr fr pr scr shr spr str thr sw tw dw thw</p>	<p>No. 3</p> <p>e  ing ed er es</p>	<p>No. 5</p> <p>a e i o u</p>	<p>No. 7</p> <p>kn gn bu gu wr wh  gn gue</p>
		<p>No. 4</p> <p>c g sc qu squ w wh</p>	<p>No. 6</p> <p>r tr pl d t c sl b n f s br wr l v</p>	

# HOW TO USE THE PHONIC STRIPS WITH THE PHONIC CHARTS IN REVIEW DRILLS

## STRIPS NOS. 1 AND 2

### *Short-vowel Words*

No. 1	No. 2
h	y
m	sh
cl	r
fl	tr
gl	br
p	cr
ch	dr
bl	gr
spl	fr
sn	pr
sp	scr
th	shr
st	spr
sm	str
sk	thr
k	sw
j	tw
z	dw
	thw

Give drill from Phonic Charts Nos. 1, 2, and 3 on pages ix–xii.

Place *h*, Strip No. 1, in position before *ab*; then the consonants that follow *h* will stand in position before the family names of the column. Sound the combinations that are formed. Give drill down each of the remaining columns by moving the Strip to the right. Or, move the Strip, after *hab* has been sounded, across the page to form *heb*, *hib*, *hob*, *hub*, and thus drill on the five short-vowel sounds. Continue this drill by blending initials on the Strip with the remaining short-vowel families on the Charts.

Use Strips Nos. 2 and 6 (see page xiii) for drill in a similar way.

By shifting the Strips up or down, numberless short-vowel combinations appear for drill and all short-vowel words and syllables are thoroughly reviewed by the pupil under the direction of the teacher.

## PHONIC STRIPS

The Strips on this page may be cut out for use in the drills, and the pupils may make the Strips for themselves by placing the phonograms on narrow strips of paper in the order and position given.

No. 1	
h	
m	
cl	
fl	
gl	
p	
ch	
bl	
spl	
sn	
sp	
th	
st	
sm	
sk	
k	
j	
z	

No. 2	
y	
sh	
r	
tr	
br	
cr	
dr	
gr	
fr	
pr	
scr	
shr	
spr	
str	
thr	
sw	
tw	
dw	
thw	

No. 3	
e	
ing	
ed	
er	
es	

No. 4	
c	
g	
sc	
qu	
squ	
w	
wh	

No. 5	
a	
e	
i	
o	
u	

No. 6	
r	
tr	
pl	
d	
t	
c	
sl	
b	
n	
f	
s	
br	
wr	
l	
v	

No. 7	
kn	
gn	
bu	
gu	
wr	
wh	
gn	
gue	



STRIP No. 3

*Long-vowel Families and Derivatives*

No. 3
e
ing
ed
er
es

The endings on the Strip are to be used after family names on Phonic Charts Nos. 1, 2, and 3. See Old *Manual*, pages 78, 91, 92; New *Manual*, Lessons 48 and 63.

On Chart No. 1, form long-vowel families by placing *e* after one-consonant families; as,

ade ape ime ope ube

Cover the last consonant in the lines beginning with *ase*, *aff*, *all*, on Chart No. 2, with *e* to form

ase ese ise ose use  
afe ife ale ile ole ule

On Chart No. 3, place *e* after *ir*, *or*, and *ur* to form

ire ore ure

Place *e* after *ad* to form *ade*. Cover *e* with one of the other endings on the Strip to form long-vowel derivatives; as,

ading aded ader ades

To accomplish this, fold the Strip so that the desired ending covers *e*. Form other long-vowel derivatives by using the Strip in a similar way with other one-consonant families; as,

iding oding aned ased afer ales

Cover final *e* in the columns beginning *ake* and *ave*, on Chart No. 3, with endings (except *e*) on the Strip to form

aking iked oker aving eves oves etc.

Extend the drill by combining initials on Strips Nos. 1, 2, and 6, and endings on Strip No. 3 with family names on the Charts to form actual words; as,

fade vase mire fading saving bales hunted

*Derivatives That Contain Various Vowel Sounds*

Combinations that contain various vowel sounds are formed by placing endings (except *e*) after family names that contain two vowels or two consonants; as,

anding	oying	ooker	awing
inded	oiler	outing	

Extend the drill by combining initials on Strips Nos. 1, 2, and 6 and endings on Strip No. 3 with these family names to form words; as,

shower	sleighing	judged
boiled	feasted	struggled

*Words That End in es*

Place *es*, on the Strip, after families ending in the buzzing sounds *c, g, sh, ch, z, s, x* to show that *es* after these letters adds a syllable; as,

aces	ashes	azes	axes
ages	itches	osses	

Show that *es* after other consonants does not add a syllable; as,

ades	ates	ales	akes
apes	afes	ares	aves

Extend the drill by combining initials on Strips Nos. 1, 2, and 6, and the ending *es* on Strip No. 3 with these family names on the Charts to form words; as,

faces	capes	mazes	bakes
fades	ditches	fares	boxes
wages	tales	crosses	saves

See Old *Manual*, page 98; New *Manual*, Lesson 77.



STRIP NO. 4

*Soft Sounds of c and g*

<b>No. 4</b>
<b>c</b>
<b>g</b>
<b>sc</b>
<b>qu</b>
<b>squ</b>
<b>w</b>
<b>wh</b>

Review the soft sounds of *c* and *g* (marked *ç* and *g̃*) as they occur before *e* and *i* by placing *c* and *g* on the Strip before families on the Charts that begin with these letters. See Old *Manual*, page 95; New *Manual*, Lessons 72 and 73. (Note the *e* and *i* families indicated for use with *g* in this drill.)

cab	cob	cer	gen	gun
ceb	cub	cir	gin	gar
cib	car	gan	gon	ger

With *e* on Strip No. 3, continue the drill to include

age	oge	uge	
ange	inge	onge	unge

With initials on Strips Nos. 1, 2, 4, or 6 and endings on Strip No. 3 form words on the Charts; as,

rage	huge	change	hinge	sponge
race	mice	spruce	scene	plunge

See the Word List for additional words or word forms, Sec. 368-369.

*Words That Contain qu*

Place *qu* and *squ* before families on the Charts to form words:  
quack      quail      queer      square      squire

See Word List for additional words or word forms, Sec. 362.

*Initial w and wh*

Contrast the sounds of *w* and *wh* in order to secure correct enunciation in

wet	wist	wit	wen	were	wig	wale
whet	whist	whit	when	where	whig	whale

*Words That Contain war*

Review the effect of *w* upon *ar*, Chart No. 3. *A* in *war* is broad *a*, marked *a*. See *Old Manual* page 97; *New Manual*, Lesson 75.

ar, as in	arm	farm	charm	starch
war, as in	warm	warn	ward	dwarf

*Words That Contain wor*

Review the effect of *w* upon *or*, Chart No. 3. *O* in *wor* is marked *o*. See *Old Manual*, page 97; *New Manual*, Lesson 76.

or, as in	for	corn	thorn	short
wor, as in	worm	work	world	worth

## STRIP No. 5

*The Effect of Double Consonants on a Preceding Vowel*

To recall the effect of double consonants upon a preceding vowel, review the following drills from Chart No. 3. Use all the vowels. See *Old Manual*, page 85; *New Manual*, Lesson 60.

No 5
a
e
i
o
u

abble	able	aggle	agle	attle	atle
addle	adle	apple	aple		
affle	afle	azze	azle		

With Strips Nos. 1, 2, 6, and 3 form words; as,

riddle	bridle	struggle	bugle
rattling	bubbled	drizzling	bugler

*Two-syllable Words That End in y*

Form *aby, ucy, ady, idy*, etc. on Chart No. 3. With the help of Strips Nos. 1, 2, and 6 give drill on words ; as,

baby	Toby	ruby	lacy	icy	Lucy
shady	tidy	body	truly	holy	slimy

Show the change of vowel sound when double consonants or two consonants follow the vowel ; as,

abby	addy	arry	aggy	enny	utty
Tabby	caddy	Harry	shaggy	penny	putty
fancy	candy	gently	quickly	frenzy	plenty

*Endings*

Drill on the endings in the second column on Chart No. 3 to form *ation, asion, atious, acious, acial, atian*, etc. Use all the vowels in the exercise and show that all (except *i*) tell their names when they stand next the ending. See Old *Manual*, page 103 ; New *Manual*, Lessons 86 and 88.

Exception : *e* in *precious* and *special*.

*Silent Letters*

With the Strip, review the fact of silent letters in *often, asten, astle, estle, istle, ostle, amb*, etc. On Chart No. 3 with the help of Strips Nos. 1, 2, and 6 form words that contain these phonograms ; as,

soften	fasten	castle	nestle	thistle	jostle	rustle
lamb	climb	limb	comb	bomb	thumb	crumb

See Old *Manual*, pages 101, 102 ; New *Manual*, Lessons 83 and 84.

*Vowel Equivalents*

Give drill on families that contain vowel equivalents. See Old *Manual*, page 93 ; New *Manual*, Lessons 67-71.

Place *a*, on the Strip, before Chart families that begin with *i*, to form *aid*, *aim*, *ain*, *ait*, *ail*, *aint*, *aist*, *air*, *aigh*, etc. With the help of Strips Nos. 1, 2, 4, and 6, drill upon words that contain these equivalents; as,

maid	plain	paint	fair	pail
claim	wait	waist	straight	

Place *e* before families that begin with *a* to form *ead*, *eam*, *eap*, *ean*, *eat*, *east*, *eath*, etc. With the help of Strips Nos. 1, 2, and 6, drill upon words that contain these equivalents; as,

bead	neat	heath	thread	death
heap	feast	leave	head	bread
seam	clean		breast	breath

Place *e* before families that begin with *e* to form *eed*, *eem*, *eep*, *een*, *eet*, *eer*. With the help of Strips Nos. 1, 2, and 6, drill upon words that contain these equivalents; as,

bleed	seem	keep	seen	greet	deer
-------	------	------	------	-------	------

Place *o* before families that begin with *a* to form *oad*, *oam*, *oap*, *oan*, *oat*, *oast*, *oar*, *oax*. With the help of Strips Nos. 1, 2, 4, and 6, drill upon words that contain these equivalents; as,

toad	soap	goat	soar
foam	groan	roast	coax

STRIP No. 6

*Words That Contain ough Final*

No. 6
r
tr
pl
d
t
c
sl
b
n
f
s
br
wr
l
v

These words are unphonetic sight words. The appeal to eye and ear made by grouping them in the drill and by associating the meaning or use of each word with its form helps the pupil to master both pronunciation and spelling. See Old *Manual*, page 100; New *Manual*, Lesson 81.

Sound the word *through* on Phonetic Chart No. 3. Cover *thr* with the consonants on the Strip in succession to form

rough	trough	plough	dough
tough	cough	slough	bough

*Words That Contain ought*

Sound the word *thought* on Phonetic Chart No. 3. Cover *th* with the consonants on the Strip, beginning with *b*, to form

bought	nought	fought
sought	brought	wrought

See Old *Manual*, page 99; New *Manual*, Lesson 80.

*Words That Contain aught*

Shift the strip to *ought* on Phonetic Chart No. 3.

With the help of Strip No. 3 where needed, make

daughter	taught	caught	slaughter	naught
----------	--------	--------	-----------	--------

See Old *Manual*, page 99; New *Manual*, Lesson 80.

## STRIP No. 7

No. 7
kn
gn
bu
gu
wr
wh
gn
gue

Form the following words on the Charts with the initials on the Strip. Use all the Charts as hunting grounds for the words. Make use of Strip No. 3 in forming the words that contain final *e*. Use the other endings on the Strip to form derivatives.

*Words That Contain kn*

knit	knell	kneel	knife
knot	knelt	know	knave
knob	knead	knew	knives
knock	knoll	knight	knee

*Words That Contain gn*

gnat gnash gnaw gnarl gnu gnome

Make use of Strip No. 6 and of Equivalent Chart A with Strip No. 7 in forming

sign reign feign deign

*Words That Contain bu*

Use *ild* on Chart No. 2 and *y* and *sy* on Chart No. 3 in forming

build	builder	buy	busy
built	building	buyer	

*Words That Contain gu*

guess	guild	guard	guide
guest	guilt	guise	guile

Make use of Strip No. 6 in forming

rogue	vogue	plague	fugue
brogue	vague	league	

*Words That Contain wr*

wrap	wring	writ	wrist	wreathe
wrack	wrong	write	wrench	wrought
wren	wrung	wrote	wright	
wreck	wretch	wry	wreath	

*Words That Contain Silent w*

who      whose      whom      whoop

*Words in Which r, sh, or y Precedes u or ew*

Use Strips Nos. 2 and 3 with families on the Charts to form the following words:

rue	crude	prude	shute	drew	shrewd
rude	cruse	prune	yule	grew	yew
rule	brute	true	crew	screw	
rune	drupe	truth	brew	strew	

See Word List, Section 349.

## ENUNCIATION EXERCISES

“An accurate and distinct articulation forms the basis of good reading.”

Form the habit of enunciating words distinctly and of pronouncing them correctly.

Try to pronounce initial and final consonants distinctly as you read the following exercises. Practice until you can read the lines smoothly and easily.

1. Billy Button bought a buttered biscuit.
2. A big black bug bit a big black bear.
3. The bleak breeze blighted the bright broom blossoms.
4. She sells sea shells.
5. Shoes and socks shock Susan.
6. Shrewd Simon Short sewed shoes for soldiers.
7. Sally Short sewed shirts, stitched sheets, stuffed sofas.
8. Sly slim Sam, slipping suddenly sideward, slipped on the slippery slide.
9. The summer sun shines on the shop signs.
10. Sam Slick slid slowly down the slim, slender sapling into the slimy, slippery slough.
11. We heard loud shouts and sharp shrill shrieks.
12. The icy wind whistled through six thick thistle sticks that stood stiff and straight through the bitter blast.
13. Peter Prangle, the prickly prangly pear picker, picked three pecks of prickly prangly pears from the prickly prangly pear tree.
14. Peter Piper picked a peck of pickled peppers.



15. From mound to mound the word went round.
16. I said, "an ocean," not "a notion."
17. It is, "Which is which?" not "Which is switch?"
18. An ice man may be a nice man.
19. Arthur butters water crackers with peanut butter for his younger brother Wilber and his older sister Esther.
20. Round the rough and rugged rocks the ragged rascal ran.



# THIRD BOOK

*Phonic Drill.* — Review  
Equivalent Charts, a, e, i,  
o, u.

Sound words from Sections 243, 287, 370.

curds

great

frightened

why

tuffet

spider

Little Miss Muffet

Sat on a tuffet,

Eating of curds and whey;

There came a great spider,

And sat down beside her,

Which frightened Miss Muffet  
away.

If I were Miss Muffet,

At ease on a tuffet,

Eating my curds and whey,

I'd not cry with fear,

If a spider came near;

I'd take up the broom,

And out of the room

I'd sweep the great spider away.



*Phonic Drill.*—Review  
Equivalent Charts, a, e, i,  
o, u; a, ph, sion.

Sound words from Sec-  
tions 233, 272, 329.

procession

plowed

harvest

elephants

swallowed

divide

## THE CAT AND THE PARROT

### I

Once upon a time a cat and a parrot owned a piece of land.

One day the cat said, "Let us go to work in the field."

"I can't go now," said the parrot, "because I am sharpening my beak on this mango tree."

So the cat went alone and plowed the field.

When this was done, she said to the parrot, "Come, let us sow wheat."

"I can't go now," said the parrot, "because I am sharpening my beak on this mango tree."

So the cat went alone and sowed the wheat.

When it was ripened, she said to the parrot, "Come, my friend, let us gather the harvest."



"I can't go now," said the parrot

"I can't go now," said the parrot, "because I am sharpening my beak on this mango tree."

So the cat went alone and gathered the harvest.  
She put it in the barn ready for threshing.

When all was ready she went to the parrot.  
"Come," she said, "let us thresh the wheat."

"I can't go now," said the parrot, "because I am sharpening my beak on this mango tree."

So the cat went alone, and threshed the wheat.

When this was done she went to the parrot. "Let us divide the wheat," she said.

"Yes, yes," said the parrot. He came at once, and they divided the wheat.

## II

Now the cat and the parrot were to invite each other to dinner.

The cat's turn came first. She bought a little milk, a little sugar, and a little rice. There was scarcely enough for one to eat.

Next day it was the parrot's turn. He cooked enough cakes to fill a large basket — about five hundred.

When the cat came, he set before her all the cakes but two. These he kept for himself. The cat ate up all her cakes in two minutes. Then she said, "Is there nothing more to eat?"

The parrot gave her the two cakes he had kept

for himself. The cat ate these and said, "Is there nothing more?"

"I have no more cakes," said the parrot, "but if you like you may eat me."

So the cat ate the parrot.

An old woman came along and saw this. She picked up a stone and said, "Shoo! shoo!"

The cat thought, "I ate the cakes, I ate the parrot. Shall I not eat this old woman?" So she ate the old woman.

She went along the road. Soon she saw a washerman. He said, "Get away, cat; my donkey may kick you."

The cat thought, "I ate the cakes, I ate the parrot, I ate the old woman. Shall I not eat this washerman?" So she ate the washerman and his donkey.

The cat next met a procession. There were a king and his bride, soldiers, and elephants. The king said, "Get away, cat; my elephants will step on you."

The cat thought, "I ate the cakes, I ate the parrot, I ate the old woman, I ate the washerman. Shall I not eat this king?"

So she ate the king and all the procession.

Then she went on until she met a pair of land crabs.

"Run away, cat," said the land crabs, "or we will nip you."

"Ha! ha!" laughed the cat. "I ate the cakes, I ate the parrot, I ate the old woman, I ate the washerman and his donkey, I ate the king and his procession. Shall I run away from a land crab? Not so, I will eat the land crabs, too."

Gobble, gobble; in two swallows the land crabs were eaten.

### III

Now the land crabs were too hard to bite, so the cat swallowed them whole. When they were down they ran around to see what they could find.

There were the king and his bride, there were





**The King and All the Procession**

the soldiers and the elephants, there were the washerman and his donkey, there was the old woman, and there was the parrot. Last of all they found the five hundred cakes piled in the corner.

The land crabs then opened their claws and began to nip.

“Meow!” cried the cat.

The land crabs kept on nipping until they had made a great round hole.

Out walked the land crabs. Out walked the king and his bride. Out walked the elephants, two by two. Out marched the soldiers. Out walked the washerman, driving the donkey before him. Out walked the old woman, saying “Shoo! shoo!” Out walked the parrot, with a cake in each claw.

They all went off as if nothing had happened, and the parrot began to sharpen his beak on the mango tree.

— *Indian Folk Tale.*



patiently          basin          tiny

### BREAKFAST AND PUSS

Here's my baby's bread and milk,  
For her lip as soft as silk;  
Here's the basin clean and neat,  
Here's the spoon of silver sweet,  
Here's the stool, and here's the chair,  
For my little lady fair.

No, you must not spill it out,  
And drop the bread and milk about;  
But let it stand before you flat,  
And pray remember pussy-cat:  
Poor old pussy-cat, that purrs  
All so patiently for hers.

True, she runs about the house,  
Catching now and then a mouse;

But, though she thinks it very nice,  
 That only makes a tiny slice:  
 So don't forget that you should stop,  
 And leave poor puss a little drop.

—JANE TAYLOR.

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*Phonic Drill.* — Teach  
 kn. Review ow, ou, g.  
 Sound words from Sections  
 114, 294, 358, 370 c, 372.

lively	laughter	changed
music	together	difference

### THE NEW FIDDLE

Heigh! diddle, diddle,  
 The cat and the fiddle,  
 The cow jumped over the moon;  
 The little dog laughed  
 To see such sport,  
 While the dish ran away with the spoon.

“I have a new fiddle,” said the cat. “I can play on it. Don't you want to hear me?”

“Play if you like,” said the cow. “It will make no difference to me. I shall keep on eating grass and swishing flies with my tail.”



The Cat and the Fiddle

“If you play, I’ll howl,” said the little dog. “I always howl when I hear music.”

“What is music?” said the dish to the spoon, as they lay upon the shelf together.

“I do not know,” said the spoon. “I wonder if it is good to eat?”

The cat tuned the fiddle. She began to play a lively jig.

Just then the great round moon came up.

The cow stopped eating. Her feet began to keep time with the music. Her tail kept time also, and away she danced over the field.

When she came to the brook she jumped over it, and when she came to the moon she jumped over that.

The little dog began to howl. When he saw the cow jump over the moon, his howls changed to laughter.

“What a strange noise,” said the dish to the spoon. “It grows louder. I think I am afraid. Let us run away.”

“Yes,” said the spoon, “let us go.”

So off she ran, and the dish ran away with her.

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If all were rain and never sun,  
No bow would span the hill;  
If all were sun and never rain,  
There'd be no rainbow still.

—CHRISTINA G. ROSSETTI.

*Phonic Drill.* — Review coin salmon furniture  
ough, mb. Sound words  
from Sections 265, 369 c, stale laundry poached eggs  
369 e.

## THE RED COTTAGE

*A talk between two little girls in Sweden over the sea.*

*Anna.* Look at my new silver coin. My grandmother gave it to me.

*Rosa.* My father gave me one, too.

*Anna.* What shall we buy?

*Rosa.* Gingersnaps?

*Anna.* I know! Let us buy the little red cottage across the road and go there to live.

*Rosa.* What fun! To-morrow?

*Anna.* No. I have lessons to do, and my dolls need summer clothes. But perhaps day after to-morrow.

*Rosa.* We must each buy a cow.

*Anna.* And two little bossies.

*Rosa.* We must milk the cows ourselves.

*Anna.* Then we shall have cream; and we can invite all the family to a party in the afternoon.

*Rosa.* We must buy some cake at the baker's.

*Anna.* No. I know how to make it.

*Rosa.* I know how to make butter. And I have a little churn. I hope there are no mice in the kitchen!

*Anna.* We must have a kitty.

*Rosa.* And a little dog with a bell on his collar.

*Anna.* And some chickens. We shall need eggs if we invite company to dinner.

*Rosa.* And ducks and pigeons. And a horse. It would be such fun to ride.

*Anna.* Who would take care of it?

*Rosa.* We can pay a man as father does. And we shall want some lambs and a little pig to feed out of a trough.

*Anna.* We must have some furniture for the cottage.

*Rosa.* Yes. We will make it look just like our house at home.

*Anna.* But who will wake us in the morning?





"Look at my new silver coin"

*Rosa.* Oh, the cock will crow. Then I will cook the breakfast. Father says I am mother's own girl.

*Anna.* But I hate to scrub floors! And who will wash our clothes?

*Rosa.* We can send them to the laundry.

*Anna.* But do you think we shall have money enough for all that?

*Rosa.* We can get some more. And on Sundays the family will come to see us. We will give them strawberries and cream.

*Anna.* I will study my doll's cook book and learn how to roast chicken.

*Rosa.* We will have salmon and peas, cucumbers and poached eggs; but never, never, beef soup!

*Anna.* Nobody likes beef soup.

*A poor little boy and girl come and stand near them.*

*Rosa.* Did you have beef soup for your dinner?

*The Boy.* We didn't have any dinner.

*Anna.* Well, what did you have for breakfast?

*The Girl.* Nothing.

*Rosa.* What! No cocoa?

*The Boy (surprised).* Cocoa?

*The Girl.* What is cocoa?

*Anna.* Have you had no bread and milk?

*The Boy.* We had some stale bread yesterday afternoon.

*Rosa and Anna look at each other.*

*Rosa.* Here! Take my coin and go buy something you like.

*Anna.* Mine, too.

*The poor children thank them and go away.*

*Rosa.* Oh, I forgot all about the red cottage. We cannot buy it now.

*Anna.* Not till we get some more pennies, when there are no poor children about.

—ZACHRIS TOPELIUS, *translated and adapted by Maria Sandahl*

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The world is so full of a number of things,  
I'm sure we should all be as happy as kings.

*Phonic Drill.* — Review  
kn, â, æ. Sound words from  
Sections 230, 253, 293, 298.

jackal	vulture	trundled
eagle	sighed	frolicked

## THE LAMBIKIN

### I

Once upon a time there was a wee, wee lambikin who frolicked about and enjoyed himself.

One day he went to visit his granny. He was jumping with joy, thinking of all the good things she would give him, when he met a jackal.

The jackal said: "Lambikin! Lambikin! I'LL EAT YOU!"

Lambikin gave a little frisk and said:

"To granny's house I go,  
Where I shall fatter grow,  
Then you can eat me so."

The jackal thought this a good plan and let the lambikin pass.

By and by he met a vulture. The vulture said: "Lambikin! Lambikin! I'LL EAT YOU!"

But Lambikin only gave a little frisk and said:



"Lambikin! Lambikin! I'll eat you."

"To granny's house I go,  
Where I shall fatter grow,  
Then you can eat me so."

The vulture thought this a good plan and let lambikin pass.

By and by he met a tiger, and then a wolf, and a dog, and an eagle. All these when they saw him said : " Lambikin ! Lambikin ! I'LL EAT YOU ! "

But to all of them lambikin replied with a little frisk :

" To granny's house I go,  
Where I shall fatter grow,  
Then you can eat me so."

At last he reached his granny's house, and said, all in a great hurry, " Granny dear, I've promised to get very fat, so please put me into the corn bin at once."

His granny said he was a good boy. She put him into the corn bin. There the greedy little lambikin stayed for seven days and ate, and ate, until he could scarcely waddle. His granny said he was fat enough for anything and must go home.

Cunning little lambikin said that would never do. Some animal would be sure to eat him on the way back, he was so plump and tender.

"I'll tell you what to do," said lambikin. "Make me a little drumikin out of a lamb's skin, with the wool inside. Then I can sit in it and trundle along nicely."

## II

So his granny made a nice little drumikin with the wool inside. Lambikin curled himself up snug and warm in the middle, and trundled away gayly. Soon he met the eagle, who called out:

"Drumikin! Drumikin!

Have you seen lambikin?"

Lambikin, curled up in his soft warm nest, replied:

"Fallen into the fire, and so will you.

On, little drumikin. Tum-pa, tum-too!"

"How very sad!" sighed the eagle, thinking of the good dinner he had lost.

Lambikin trundled along, singing to himself:

“Tum-pa, tum-too;  
Tum-pa tum-too!”

Every animal and bird he met asked him the same question.

To each of them the little lambikin replied :

“Fallen into the fire, and so will you.

On, little drumikin. Tum-pa, tum-too.”

Then they all sighed to think of the good dinner they had lost.

At last the jackal came limping along, and he too called out :

“Drumikin! Drumikin!

Have you seen lambikin?”

Lambikin, curled up in his snug little nest, replied gayly :

“Fallen into the fire, and so will you.

On, little drumikin! Tum-pa, tum-poo!”

The jackal sighed to think of the good dinner he had lost. Then he went limping away.

So lambikin got safely home.

— JOSEPH JACOBS (*Adapted*).



*Phonic Drill.* — Teach that ū and ew after r=oo. Review wr, ô, c and g soft. Sound-words from Sections 100, 116, 254, 260, 349.

easily	singed	turned
believe	once	questions



## THE MONKEY AND THE NUTS

A monkey and a cat sat by the fireside.

Some nuts were roasting before the coals. Soon they began to burst with the heat.

“Your paws are just like our master’s hands,” said the monkey. “I believe that you could pull out those nuts as easily as he could. Try it and see if you cannot.”

The cat was pleased with his speech. She put out her paw for the nuts.

She at once drew back with a cry, for she had burned her paw with the hot coals.

“You did well,” said the monkey. “Try again.”

So the cat tried again. This time she pulled out a nut.

She pulled out another, and then another.

Each time she singed the hair on her paw.

When she turned to taste the nuts, she found that the monkey had cracked and eaten them all.

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—ÆSOP.

sighed	tarts	knave	divide
tempting	crisp	queen	ready

### THE QUEEN OF HEARTS

The Queen of Hearts, she made some tarts,

All on a summer's day;

The Knave of Hearts, he stole the tarts,

And with them ran away.

The King of Hearts called for the tarts,  
And beat the Knave full sore ;  
The Knave of Hearts brought back the tarts,  
And vowed he'd steal no more.



This is the Knave, who stole away  
The tarts that were made on that summer  
day.  
This is the King, all ready to eat  
The tarts that were brown and crisp and  
sweet.  
This is the pantry, clean and bare,  
For the tempting tarts are no longer there.

This is the stick all ready to beat

The Knave who ran with them down the street.

"Forgive!" sighed the Knave. "I'll steal no more."

"I'll divide," cried the King. "I'll give you four."

"If they're good," said the Queen, "I'll bake some more."

*Phonic Drill.* — Review  
ar, er, ir, or, ur, ear, ow.  
Sound words from Sections  
157, 258, 342, 371.

tremble	fashion	alarming
favor	driven	servants

### THE FOX AND THE GEESE

A fox once saw a fine flock of geese in a meadow. "Ah!" said he, "now I shall have a feast."

The geese, when they saw him, began to tremble with fear. They begged for their lives.

The fox would not listen. He said, "I am hungry; one of you must die."

“Grant us one favor,” said the oldest goose.  
“We will afterward stand in a row, so that you may choose the fattest and best.”

“Well, what is the favor?” said the fox.

“We should like to sing one song all through before we die.”

“That is only fair,” said the fox. “Sing away.”

The geese began at once to sing after their own fashion. This was a loud and most alarming cackle.

It was not long before the master and his servants heard, and ran to see what was the matter.

The fox in great fright had to run for his life.

The geese were driven to a safer pasture.

— JACOB and WILLIAM GRIMM.

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On the grassy banks  
Lambkins at their pranks;  
Woolly sisters, woolly brothers  
Jumping off their feet,  
While their woolly mothers  
Watch by them and bleat.

fluted	inviting.	uncomfortable
saucy	surprise	ill treatment

WILLY'S BED<sup>1</sup>

One night little Willy thought he did not want to go to bed. He had had his supper and it was half past six o'clock. There was his bed, standing firmly on its four fluted yellow legs.

The white sheet was turned down, and the pillow plumped up. It looked as inviting as a bed possibly could; but into it little Willy would not go. First he kicked, and then he screamed, and then he did both together.

"I won't go to bed," he cried. "I hate my bed! It's cold, and horrid, and ugly. I will never get into it! Naughty bed!"

He was lying on the floor, kicking the bed as hard as he could, when suddenly what do you think happened? I shall shock you very much, but it is best that you should know.

<sup>1</sup> From "Five Mice in a Mouse Trap," by Laura E. Richards. Copyright, 1888. Used by permission.



Willy's Bed Going Away

The bed began to move. Slowly it lifted its fluted yellow legs. Slowly it marched across the room until it reached the window. Then, if you will believe me, it coolly marched out of the window. Thump! thump! thump! off it went down the street.

Little Willy ran to the window, and looked out, with eyes and mouth wide open, in great surprise. Yes, it was really true. The bed was gone.

There it went, tramping down the middle of the street. Its pillow had fallen a little to one side, which gave it a jaunty and saucy air.

"Humph!" said Willy. "Well, I'm glad the ugly old thing is gone. Now I shall not have to go to bed at all."

That was all very well for an hour or so. But after that the little boy began to grow very sleepy in spite of himself. He rubbed his eyes. He yawned. He tried to shake himself broad awake, but it was of no use.

For some time longer he fought against the sleepiness, but at last he went to his mother, looking very much ashamed, and said:

"Please, mamma, I want to go to bed!"

"I am very sorry, Willy," said his mother, "but you have no bed to go to. You have driven away your good bed by ill treatment. Now you must sit up all night."

Poor little Willy! He tried to go to sleep in a chair, but his head kept tumbling backward



or forward and waking him. Oh! he was very uncomfortable, and at last he burst into tears.

“Oh! my dear bed!” cried he. “My nice, soft, warm, pretty bed! Why did I ever treat you so badly? Oh, dear, good bed, if you will only come back, I will never, never call you names again! Oh! how tired I am, and cold, and —”

But suddenly he stopped crying, for he thought he heard a noise outside. He listened. Yes, through the open window came a faint sound — thump! thump! thump! Willy flew to the window. Oh, joy! there was the bed, stumping back up the street on its fluted yellow legs.

Back it came, in at the window and across the room, till it stood in its old place. In about three minutes Willy's head was on the pillow, and I believe he has never called his bed names since.

—LAURA E. RICHARDS.

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When clouds appear like rocks and towers,  
The earth's refreshed by frequent showers.

*Phonic Drill.* — Teach sound of ou before l and r. Review ed after any consonant. Sound words from Sections 163, 235, 344 b, 357.

return	touched	evil
harsh	angrily	shoulder

### JOE BLACK

Joe Black stood on the walk in front of the house where he lived. He had a coat on, but no hat.

A number of boys were out on the sidewalk. Joe was watching their play.

Some of the boys were sliding on the ice in the gutter. Others were snowballing. All seemed to be having a fine time.

Pretty soon a man came along. Joe did not see or hear him until he was quite near. He had a heavy bundle upon his shoulder.

He called out angrily to Joe, "Get out of my way!"

Joe was frightened at the harsh tone in which the man spoke. He ran out of the way as fast as he could.

The next morning Joe was standing on the doorstep, looking up and down the street. The same man came along.

He had what looked like the same bundle on his shoulder. He did not see Joe, but Joe saw him and knew him.

Joe stood still and watched him go by. Joe saw him pull his handkerchief out of his pocket.

As he did so, he pulled out one of his mittens. It fell on the sidewalk.

When he put his handkerchief back in his pocket, he did not miss the mitten. There it lay just where it fell.

Joe Black saw the mitten. He ran down the steps and along the walk until he came to it. He picked it up and ran after the man as fast as his legs could carry him.

He did not call out, but waited until he was close behind the man. He then gently touched his coat.

The man turned around to see who had touched him. There stood Joe holding up the mitten.

"Well done!" said the man, feeling in his pocket. "Where did you find that?" He took the mitten and put it in his pocket.



**Joe's Good Deed**

Joe wagged his tail. He was only a great Newfoundland dog and he could not speak a word.

I think Joe knew how to return good for evil.  
Do you not think so?

---

For every evil under the sun,  
There is a remedy, or there is none.  
If there be one, try and find it;  
If there be none, never mind it.

*Phonic Drill.* — Review  
Equivalent Chart e; kn, qu.  
Sound words from Sections  
140, 254, 258, 272.

divide	notice	decided
equal	clever	surprised

## TWO TIMES TWO ARE FOUR

A hare and a squirrel were good friends.

“Good day, Watkin,” said the squirrel when they met in the wood.

“Good day, Nutkin,” answered the hare. “Have you heard a dog bark to-day?”

“Only the schoolmaster’s Bobtail. I am not afraid of him out here.”

“Let us go hunting,” said Watkin. “And everything that we find, let us divide into two equal parts. You shall have as much as I, and I as much as you.”

“That will be fair,” said Nutkin.

Presently they found four apples on the road. Frank had dropped them out of his school bag as he passed that way in the morning. There was a hole in the bag just large enough for the apples to fall through.

Watkin and Nutkin set to work to divide the apples. Watkin tried first. He gave one apple to Nutkin and kept three for himself.

“No,” said Nutkin, “that is not right.”

They sat down together and thought and thought; but they could not find any other way to divide the apples. They did not know what to do.

By and by Frank felt hungry and reached into his bag for an apple. When he found that they were gone, he turned back on the road to look for them.

There he found Watkin and Nutkin with the apples in a row between them.

“Hello!” said Frank. “What are you doing with my apples?”

“We were just trying to divide them into equal parts,” said Watkin.

“And we cannot think how to do it,” added Nutkin.

“That is easy!” said Frank. “Each must take two.”

"Oh!" they said, in great surprise. "How do you know?"

"How do I know that two times two are four? I go to school."

"And do you learn such things there?" asked Watkin.

"Yes, you learn everything there," said Frank, proudly.

"And do you know everything?" asked Nutkin.

"Almost everything," said Frank. "I'm not very sure when it's more than seven times seven."

"Oh!" said Watkin. "How I should like to go to school and know everything!"

"Come along, then," said Frank. "If you creep in very quietly and lie still under my seat, nobody will notice you."

"But suppose there should be a dog?" said Nutkin.

"We don't allow dogs in the schoolroom," said Frank. "Sometimes Bobtail gets in, but we always turn him out."

"But he may bite us."

"Bite you? No, he won't. He doesn't bite me even when I pull his tail."

The two friends thought that Frank was very clever to know so much more about dogs than they did. They decided to go with him and learn everything. They jumped and ran along by his side and crept into the schoolroom and under his seat. Nobody saw them.

The very first thing the schoolmaster asked was, "How much is eight times eight?"

"This is better than two times two," said the friends, pricking up their ears. "Now we shall soon be wise."

Just then Bobtail came into the room. You could see that he was used to being sent out, for he drooped his head and tail and tried to hide under the seats. Suddenly he began to sniff, and then he growled.

Soon there was a great jumping over desks and chairs. The children saw Watkin and Nutkin





**Watkin and Nutkin at School**

leap through a window, with Bobtail after them. Everybody forgot about eight times eight.

Watkin and Nutkin ran into the wood. Nutkin flew up into a tall pine tree and Watkin ran into a hole. Bobtail could not get at either of them, so he stood and yelped until he was tired, and then he went back to the schoolhouse.

As soon as the wood was quiet, the two friends met under a bush, and had a good laugh together.

“Why did you run?” said Nutkin. “You knew Frank said that Bobtail wouldn’t hurt you!”

“Well,” said Watkin, “I don’t want to go to school again. There are some things that you don’t learn there, even if you do know that two times two make four.”

— ZACHRIS TOPELIUS, *translated and adapted by Maria Sandahl.*

---

A child should always say what’s true,  
And speak when he is spoken to,  
And behave mannerly at table:  
At least as far as he is able.

*Phonic Drill.* — Teach  
bu. Review *ōw*, *ə*. Sound  
words from Sections 232,  
246, 374.

built

billows

nursery



## A GOOD PLAY

We built a ship upon the stairs,  
All made of the back-bedroom chairs,  
And filled it full of sofa pillows,  
To go a-sailing on the billows.  
We took a saw and several nails,  
And water in the nursery pails;  
And Tom said, "Let us also take  
An apple and a slice of cake," —  
Which was enough for Tom and me  
To go a-sailing on, till tea.  
We sailed along for days and days,  
And had the very best of plays;  
But Tom fell out and hurt his knee,  
So there was no one left but me.

— ROBERT LOUIS STEVENSON.

*Phonic Drill.* — Review  
Equivalent Charts o, u ; ô,  
bu.

Sound words from Sec-  
tions 192, 221, 235, 244,  
367.

toll	sledge	poured
pint	hewed	warned
	gimlet	timber

## SILLY MATT

### I

Matt lived with his mother beside a stream of water.

He was both idle and lazy. He did little all day long but yawn and stretch himself before the fire.

His mother thought that Matt might build a bridge across the stream, and take toll from those who went over it.

Then he would have something to do and something to live on.

Matt thought that this would be an easy task. He hewed down timber, dragged it to the stream and built a bridge. It took a long time, but at last it was done.

Now his work was to stand at one end of the bridge and take toll of all who went over.

His mother warned him to let no one pass over unless he paid toll. She said that those who had no money could pay with the goods they carried.

## II

The first day, three men with hay came to cross the bridge.

"No, no," said Matt, "you can't go over until you've paid the toll."

"We have nothing to pay it with," they said.

"Then you cannot cross; but hay will do as well as money."

So the men gave him some hay, and went over the bridge.

Next came a peddler with his pack.

"You must pay toll," said Matt.

"I have nothing to pay it with," said the peddler.

"You can pay it with some of your wares," said Matt.

So the peddler gave him two needles out of his pack, and went over the bridge.

Then Matt went home. "Mother," he said, "I have taken toll, and I have something to live on."

"What did you get?" asked his mother.

"Oh, three men gave me hay, and a peddler gave me two needles."

"What did you do with the hay?"

"I tried to eat it, but it tasted like grass, so I threw it into the river."

"You should have spread it out on the floor," said his mother.

"I'll do that next time, mother," said Matt.

"What did you do with the needles?"

"I stuck them in the hay."

"Ah!" cried his mother, "you are a silly boy! You should have stuck them in and out of your cap."

"I'll be sure to do that next time, mother," said Matt.

## III

The next day Matt went again to the bridge to take toll.

Soon a man came from the mill, carrying a bag of meal.

"You can't cross till you pay toll," said Matt.

"I have no money," said the man.

"You can pay with goods."

So the man gave him a pound of meal for his toll.

Not long after, a smith wanted to cross. He had no money, so he gave Matt a gimlet.

When Matt went home, his mother asked him about the toll.

"Oh," said Matt, "a miller gave me a pound of meal, and a smith gave me a gimlet."

"What did you do with the gimlet?" asked his mother.

"I did as you told me, mother, I stuck it in and out of my cap."

"Silly boy!" cried his mother; "you should

have put it up your shirt sleeve. Tell me what you did with the meal."

"Oh, I did just as you told me to do. I spread it over the floor."

"Dear, dear, you should have come home for a pail to put it into."

"Well, well, mother, I'll try to do just as you say next time," said Matt.

The next day, as Matt stood on the bridge, a milkman wished to cross. He paid Matt a pint of milk for his toll. A man who came soon after with a drove of goats gave him a little billy goat.

When Matt went home, his mother said, "What did you take to-day?"

"A milkman gave me a pint of milk, and a man with a drove of goats gave me a little billy goat."

"What did you do with the milk, Matt?"

"I did as you told me, mother; I poured it up my sleeve."

"Oh, Matt, you should have come home for a





**"I did as you told me, mother"**

bottle to put it into. Now tell me what you did with the billy goat."

"I put the billy goat into the pail that I took with me this morning."

"Dear, dear," said his mother; "you should have twisted a little branch around its neck and led it home."

"I'll be sure to do as you say next time," said Matt.

#### IV

The next day a man with butter came to cross the bridge. He paid toll with a pat of butter.

Matt ran off to the willow tree for a little branch. This he twisted around the butter and dragged it home along the road. But when he reached home there was no butter left.

"What did you take to-day?" asked his mother.

"A man gave me a pat of butter."

"Butter!" cried the mother. "What did you do with it?"

"I did just as you told me to do, mother," said

Matt. "I tied a little branch around it and led it home; but it was all lost on the way."

"How foolish you are!" said his mother. "You might have had meat and drink, hay and tools, but you will never have anything until you get more sense."

— *Norse Folk Tale.*

---

### JACK JELF

Little Jack Jelf  
Was put on the shelf  
Because he would not spell "pie";  
When his aunt, Mrs. Grace,  
Saw his sorrowful face,  
She could not help saying, "Oh, fie!"  
  
And since Master Jelf  
Was put on the shelf  
Because he would not spell "pie,"  
Let him stand there so grim,  
And no more about him,  
For I wish him a very good-by!

## THE DUSTMAN

When the shades of night are falling, and the sun  
goes down,

Oh! the Dustman comes a-creeping in from Shut-  
eye Town.

And he throws dust in the eyes of all the babies  
that he meets,

No matter where he finds them, in the house or in  
the streets ;

Then the baby's eyes grow heavy and the lids  
droop down,

When the Dustman comes a-creeping in from  
Shut-eye Town.

When mother lights the lamp and draws the cur-  
tains down,

Oh! the Dustman comes a-creeping in from Shut-  
eye Town,

And the babies think the Dustman as mean as  
he can be,



**Going to Shut-eye Town**

For he shuts their eyes at nightfall, just when  
they want to see.

But their little limbs are weary, for all they fret  
and frown,

When the Dustman comes a-creeping in from  
Shuteye Town.

---

*Phonic Drill.* — Review  
ough, ou, ur.

Sound words from Sec-  
tions 291, 233, 236, 344.

country	business	repaired
trouble	stumbled	mounted

### MORE HASTE, LESS SPEED

A countryman took goods to the fair.

He sold them all and filled his purse with gold  
and silver.

When his business was done, he mounted his  
horse, turned toward home, and rode away.

At noon he gave the horse to a stable boy to  
be fed and watered while he ate his dinner.

When he was ready to ride on, the stable boy  
said, "Sir, a nail has been lost from the left hind  
shoe of your animal."



**More Haste, Less Speed**

“I am in a hurry to reach home,” said the countryman. “I cannot wait to have it repaired.”

Late in the afternoon he stopped again to feed his horse.

In this place also the stable boy told him that a nail was wanting in one of the shoes.

“Shall I take the horse to a blacksmith?” asked the boy.

"No, no, let it be!" said the man. "I cannot wait; I must be at home before night comes on."

So he rode on. Soon his horse began to limp, then it stumbled, fell, and broke its leg.

"Alas!" cried the man as he stood beside his poor horse, "my foolish haste has brought me into this trouble."

—JACOB and WILLIAM GRIMM.

For want of a nail the shoe was lost;

For want of a shoe the horse was lost.

*Phonic Drill.* — Teach  
wr. Review ow, ou, or  
after w, ph.

Sound words from Sec-  
tions 285, 346, 373.

busy	contain	pronounce
erase	written	alphabet

## VOWELS

A, B, C, D, E, F, G, H, I, J, K, L, M, N,  
O, P, Q, R, S, T, U, V, W, X, Y, Z.

These are the letters of the alphabet. Count them. There are twenty-six letters.

See if you can say them as they are written here: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.



Every word in this book is spelled with some of these letters. Some of them are in every child's name.

The letters a, e, i, o, u are called vowels. It is easy to say the vowel sounds with a loud voice, and with the mouth open.

They are very busy letters. They are always at work. There is at least one vowel in every word. Some words contain three or four vowels.

How many vowels are there in the word John? How many are there in Philip? in Duke? in Caroline?

Write the word Charlie upon the blackboard. Erase the vowels a, i, e. The word looks like this, Ch rl . Try to pronounce it as it stands.

Write your own name, leaving out the vowels. Try to pronounce it.

Do you not see how useful the vowels are?

The four lines at the top of the next page contain all the letters of the alphabet. Try to find them all:

God gives the grazing ox his meat,  
He quickly hears the sheep's low cry;  
But man, who takes His finest wheat,  
Should lift His joyful praises high.

---

## THE COW

Thank you, pretty cow, that made  
Pleasant milk to soak my bread,  
Every day, and every night,  
Warm, and fresh, and sweet, and white.

Do not chew the hemlock rank,  
Growing on the weedy bank;  
But the yellow cowslips eat,  
They will make it very sweet.

Where the purple violet grows,  
Where the bubbling water flows,  
Where the grass is fresh and fine,  
Pretty cow, go there and dine.

— JANE TAYLOR.

key	scared	squawked	disobeyed
break	expect	naughty	bureau

THE HURT DAY<sup>1</sup>

This was a day when everything went wrong; there are such days, you know.

Arabella stood on one side of her mother, and Araminta stood on the other side of her mother. Their mother was sitting in a big rocking-chair, and she had a picture book on her lap.

She was showing Arabella the pictures. And she was showing Araminta the pictures. All at once she rocked on Arabella's toes! And all at once she rocked on Araminta's toes!

Arabella screamed, and hopped around the room; and Araminta screamed, and hopped around the room. Arabella hopped on one foot, and then on the other; and Araminta hopped on one foot, and then on the other. They cried, and they cried, and they cried.

<sup>1</sup> From "Arabella and Araminta," by Gertrude Smith. Copyright, 1895. Published by Small, Maynard & Company, Incorporated. Used by permission.

Their mother laughed, and laughed, because they looked so funny. But she said, "I'm sorry if it hurts you so, my dears. Run and get the little boxes that always make you forget your little hurts; for I can't hear you cry this way all the forenoon."

Arabella ran and got a blue box from out a bureau drawer, and Araminta ran and got a red box from out a bureau drawer.

Arabella said, "Mine says, 'For Arabella when she cries.'"

And Araminta said, "Mine says, 'For Araminta when she cries.'"

Arabella sat down on the floor, and Araminta sat down on the floor; and they put their boxes on the floor in front of them.

What do you suppose were in those boxes? Come, guess what were in those boxes! You never can guess, I am sure.

Arabella opened her box, and Araminta opened her box, and took out — what do you guess it was?



Arabella and Araminta

Well, Arabella took out a little doll all dressed in blue, and Araminta took out a little doll all dressed in red! In the side of Arabella's doll, and in the side of Araminta's doll, there was a tiny key.

Arabella turned the key in her doll, and she turned it, and she turned it, and she turned it. Araminta turned the key in her doll, and she turned it, and she turned it, and she turned it.

Then they stood their dolls on the floor, and what do you think? Arabella's doll began to dance, and Araminta's doll began to dance! They danced, and they danced, and they danced, and they danced!

Arabella laughed until she rolled over on the floor, and Araminta laughed until she rolled over on the floor.

Arabella had forgotten all about her toes, and Araminta had forgotten all about her toes!

Their mother said, "Now put away your dolls, dears; you will break them if you keep them

dancing all the forenoon.” (She always said “all the forenoon.” Wasn’t she a funny mamma?)

So Arabella put her doll in its blue box, and Araminta put her doll in its red box, and they put them away in the bureau drawer.

Their mother said, “Now go out of doors and play, dears; I can’t have you in the house all the forenoon.”

Arabella put on her little sun hat, and Araminta put on her little sun hat, and they ran out of doors. They went down the path to the front gate and out into the road. Their mother had said, “Never go into the road, dears; and don’t expect me to watch you from the window.”

But naughty, naughty Arabella disobeyed her mother; and naughty, naughty Araminta disobeyed her mother. They went out of the gate and away down the road, and they came to a little brook that ran under a stone wall. There were a great many geese in the brook — as many as twenty, I’m sure.

Arabella said, "Sho-o-o, sh-o-o!" to the geese.

And Araminta said, "Sh-o-o, sh-o-o!" to the geese.

The geese lifted up their heads and squawked at Arabella, and the geese lifted up their heads and squawked at Araminta.

Arabella said, "Oh, I'm so scared; let's run!"

And Araminta said, "Oh, I'm so scared; let's run!"

Arabella ran as fast as her little legs could take her, and Araminta ran as fast as her little legs could take her; and all of those twenty geese ran after them.

Arabella ran, and the geese ran; and Araminta ran, and the geese ran!

The geese lifted up their heads and squawked at Arabella, and the geese lifted up their heads and squawked at Araminta!

Arabella fell down and hurt her knee, and Araminta fell down and hurt her knee. A big goose caught hold of Arabella's dress, and a big



goose caught hold of Araminta's dress; and they pulled, and they pulled, and they pulled! A boy came by who was a good boy, and drove the geese away.

Arabella got up, and cried, "Oh, my knee, my knee, how it smarts!"

And Araminta got up and cried, "Oh, my knee, my knee, how it smarts!"

Arabella said, "Oh, I'll mind my mamma after this!"

And Araminta said, "Oh, I'll mind my mamma after this."

And they did for a long, long time.

— GERTRUDE SMITH.

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Higher than a house, higher than a tree,  
Oh, what ever can that be?

*A star.*

Black within and red without;  
Four corners round about.

*A chimney.*

*Phonic Drill.* — Review  
o, o, Equivalent Chart e.

Sound words from Sec-  
tions 252, 298, 347.

excitement

accident

wriggled

mischief

escaped

onions

## THE TALE OF PETER RABBIT

### I

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their mother in a sand bank, underneath the root of a very big fir tree.

“Now, my dears,” said old Mrs. Rabbit one morning, “you may go into the fields or down the lane, but don’t go into Mr. McGregor’s garden. Your father had an accident there; he was put into a pie by Mrs. McGregor.”

“Run along, and don’t get into mischief. I am going out.”

Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker’s. She bought a loaf of brown bread and five currant buns.

Flopsy, Mopsy, and Cotton-tail were good little

bunnies. They went down the lane to gather blackberries. Peter, who was very naughty, ran straight to Mr. McGregor's garden, and squeezed under the gate.

First he ate some lettuce and some French beans. Then he ate some radishes; and then, feeling rather sick, he went to look for some parsley.

Round the end of a cucumber frame, whom should he meet but Mr. McGregor!

Mr. McGregor was on his hands and knees, near the cabbages. He jumped up and ran after Peter, waving a rake and calling out, "Stop, thief!"

## II

Peter was frightened. He rushed all over the garden, for he had forgotten the way back to the gate.

He lost one of his shoes among the cabbages, and the other among the potatoes.

After losing them, he ran on four legs and

went faster. I think he might have escaped if he had not run into a gooseberry net and been caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new.

Peter gave himself up for lost, and shed big tears. His sobs were overheard by some friendly sparrows. They flew to him in great excitement, and begged him to do something.

Mr. McGregor came up with a sieve. He tried to put it on top of Peter; but Peter wriggled out just in time. He left his jacket behind him, rushed into the tool shed, and jumped into a can. It would have been a good can to hide in if there had not been so much water in it.

Mr. McGregor was quite sure that Peter was somewhere in the tool shed, perhaps hidden underneath a flower pot. He began to turn them over carefully, looking under each.

Presently Peter sneezed — “Kertzschoo!”

Mr. McGregor was after him in no time, and tried to put his foot upon him. Peter jumped



**Mr. McGregor and Peter**

out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work.

## III

Peter sat down to rest; he was out of breath, and trembling with fright. He was very damp with sitting in that can, and he had not the least idea which way to go.

After a time he began to wander about, going lippity-lippity — not very fast, and looking all around.

He found a door in a wall, but it was locked. There was no room for a fat little rabbit to squeeze underneath.

An old mouse was running in and out over the stone doorsteps, carrying peas and beans to her family in the wood. Peter asked her the way to the gate. She had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry.

He tried to find his way straight across the garden, but he became more and more puzzled. Presently he came to a pond where Mr. McGregor filled his water cans. A white cat was staring at some goldfish. She sat very still, but now and then the tip of her tail twitched as if it were alive.

Peter thought it best to go away without speaking to her. He had heard about cats from his cousin, little Benjamin Bunny.

He went back toward the tool shed. Suddenly, quite close to him, he heard the noise of a hoe — scr-r-ritch, scratch, scratch, scritch.

Peter crouched underneath the bushes. As nothing happened, he came out, climbed upon a wheelbarrow, and peeped over. The first thing he saw was Mr. McGregor, hoeing onions. His back was turned toward Peter. Beyond him was the gate.

Peter got down off the wheelbarrow very quietly. He started running as fast as he could

along a straight walk behind some black currant bushes.

Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden.

## IV

Mr. McGregor hung up the little jacket and the shoes for a scarecrow to frighten the blackbirds.

Peter never stopped running or looked behind him until he got home to the big fir tree.

He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit hole, and shut his eyes. His mother was busy cooking. She wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost.

I am sorry to say that Peter was not very well during the evening.

His mother put him to bed. She made some bitter tea, and she gave a dose of it to Peter.



“One tablespoonful to be taken at bedtime.”

But Flopsy, Mopsy, and Cotton-tail had bread  
and milk and blackberries for supper.

— BEATRIX POTTER (*Adapted*).

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## MILKING TIME

When the cows come home the milk is coming;  
Honey's made while the bees are humming;  
Duck and drake on the rushy lake,  
And the deer live safe in the breezy brake;  
And timid, funny, pert little bunny  
Winks his nose, and sits all sunny.

— CHRISTINA G. ROSSETTI.

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Hurt no living thing;  
Ladybird, nor butterfly,  
Nor moth with dusty wing,  
Nor cricket chirping cheerily,  
Nor grasshopper so light of leap,  
Nor dancing gnat, nor beetle fat,  
Nor harmless worms that creep.

*Phonic Drill.* — Review  
ow, ous.

Sound words from Sec-  
tions 276, 331, 347, 371.

coward	dangerous	stupid
waffles	preserves	boasting

## THE HUNTERS

*CARL and NILS meet in a wood.*

*Carl.* Where are you going?

*Nils.* Hunting.

*Carl.* But you have no gun.

*Nils.* I have a good stick.

*Carl.* I will get a stick, too. What shall we hunt?

*Nils.* Bunny.

*BUNNY jumps in behind them.*

*Bunny (to himself).* What? Hunt me? I'd better hide and listen to what they say. (*He hides.*)

*Carl.* We shall have to creep along on our hands and knees.

*Nils.* Why?

*Carl.* To make Bunny think we are logs.

*Nils.* Is Bunny as stupid as that?

*Carl.* Yes. He pokes his head in a bush and thinks nobody sees him.

*Bunny.* I will remember that.

*Carl.* He is such a coward, he's afraid of a crow.

*Nils.* Is he?

*Carl.* I shouldn't be afraid of a wolf.

*Nils.* Nor I. I shouldn't mind taking a bear by the collar.

*Bunny.* Hear them boasting. They can't be very dangerous.

*Carl.* What shall we do with Bunny when we have caught him?

*Nils.* Put him in my lunch box.

*Carl.* It's full of sandwiches.

*Nils.* We can eat the sandwiches.

*Carl.* So we can. What shall we do with his paws?

*Nils.* Oh, we can clean our slates with them.

*Bunny.* Thank you.

*Carl.* Then we can roast him and eat him with cucumbers.

*Bunny.* I hope you may like it!

*Nils.* I'd rather have fried potatoes and preserves.

*Carl.* And waffles. Mother will ask company to dinner if we bring home a rabbit. What shall we do with the skin? People don't eat that.

*Bunny.* It might choke you.

*Nils.* Perhaps the pig would like it.

*Bunny.* Ho! ho! ho! This is getting to be funny!

*Carl.* Perhaps mother would like to use it to dust with.

*Nils.* No, let's sell it and buy some crackers.

*Carl.* But how shall we find Bunny?

*Nils.* Oh, I don't know. How many can you count?

*Carl.* One, two, three . . .

*Nils.* Seventeen, eighteen . . .

*Carl.* Twenty-nine, twenty-ten . . .

*Nils.* Twenty-eleven, twenty-twelve . . .

*Bunny.* That's all they know!



The Brave Hunters!

*Carl.* Twenty-nineteen, twenty-twenty . . .  
That's wrong. Let us begin again.

*Bunny.* I'm not afraid of them!

*Nils.* One, two, three . . .

*Bunny.* I'll show them how stupid I am. (*He jumps out of the bush between the boys and they both fall down.*)

*Carl (screaming).* Help! help! a wolf!

*Nils.* A b-b-b-bear!

*Bunny (laughing).* No, it's just myself. Aren't you going to have me for dinner, after all — you mighty hunters? Ho! ho! ho!

— ZACHRIS TOPELIUS, *translated and adapted by Maria Sandahl.*

*Phonic Drill.* — Teach  
gu, gn. Review kn, clous.

Sound words from Sec-  
tions 294, 333, 357, 376,  
378.

during	whittled	pitiful
baited	hurried	delicious

### THE WOODCHUCK

One bright morning Mr. Knowles went out into his garden and found that some animal had been there during the night.

The tops of the beans, peas, and beets had been eaten off. The animal had also gnawed into the roots of the beets and turnips.

Mr. Knowles knelt down and saw some little tracks in the soft earth.

"Well," said he, "I guess I know who has been here. A few days ago I saw a woodchuck over in the field, and I think he must be the guilty one."

He hunted in the cellar until he found an old

steel trap. That night he set the trap in the garden where the woodchuck had been.

With his knife he whittled out a long, stout peg, and drove it into the ground.

A long chain was on the trap. This he fastened to the peg so that the animal could not run away with the trap. After he had done this, he baited and set the trap.

He used an apple for bait, as he knew that woodchucks like apples. When the woodchuck saw the apple, he would try to gnaw it, and he would have to put his foot on it to keep it steady.

This would move the spring and cause the trap to snap, catching his leg and holding it fast.

The woodchuck had eaten such a fine supper the night before that he thought he would visit the garden again.

The first thing he saw was that delicious apple. "Here is a fine feast," thought he. But he had scarcely touched it, when, snap! he was caught in the cruel trap.



He did not shoot. He set him free

Early the next morning, before breakfast, Mr. Knowles took his gun, and hurried out to the garden. There sat the woodchuck, held fast by the trap.

He looked so pitiful that Mr. Knowles hadn't the heart to shoot him.

He said, "I think he has had such a good lesson that he will never want to come into my garden again." So he let him go. And you may be sure that woodchuck never went there again as long as he lived.

— AGNES ORD.



sewed	hoisted	wrong	knew
reason	really	flannel	knock

## THE JIMMYJOHNS

Jimmy and Johnny Plummer were twins. Everybody called them the Jimmyjohns. They looked just like the same boy twice over. Their own family could hardly tell them apart.

They were always together, and always did the same things. People often tried to guess which was Jimmy, and which was Johnny; but few could tell. Mrs. Plummer sewed red flannel peppermints on the wrong side of Jimmy's frock, and blue flannel peppermints on Johnny's. So they always knew which was which.

One day a man said to them, "Why don't you go rowing?"

They said, "We have no boat."

He said, "My boy Dan takes a tub for a boat."

"But," they said, "there is no water."

He answered, "Dan plays grass is water."

The Jimmyjohns looked at each other, then they asked, "What oars does Dan take?"

The man had gone so far along the road that they had to shout after him. He called back, speaking one word at a time: —

"Can't — hear — what — you — say."

"What — oars — does — DAN — T - A - K - E?" bawled the Jimmyjohns, holding on to the last word as long as they had any breath.

"Dan — takes — BROOMS!" shouted the man, and walked away quite fast.

"Cluck, cluck, cluck! Cluckety cluck!" said the old hen to her chickens. She really meant to say, "Hurry back! Danger! Boys!"

She kept house with her chickens under a tub at the back door. It was her tub that was going to be the boat.

"Over she goes!" cried the Jimmyjohns, giving it a knock.

"Cluck, cluck, cluck! Cluckety cluck!" said the hen. "Run for your lives!"



**The Jimmyjohns Rowing**

But the Jimmyjohns were not thinking about chickens. They wanted their oars. Mrs. Plummer let them have her third-best broom and the barn broom to row with.

"Let's go over in the field where there's good grass," said one Jimmyjohn to the other.

They hoisted the tub over the fence, and put the broom handles through the tub handles.

Then they squeezed themselves inside and began to row.

After they had rowed awhile, they could not see that their boat had moved at all. They thought they would find Dan and ask him how he did it.

They tied some reins that they used when they played horse, to one handle of the tub. Then they began to run along the road, dragging it after them.

After a time, one of them said, "How easy she goes!"

They turned to look, and, oh! what did they see? Two hoops, pieces of wood scattered along the road, and the brooms far behind. The tub had fallen apart, and the hoops that bound it were rolling away.

They looked at it awhile, and then they picked up the pieces and the brooms and turned to go home. It was all they could do.

But on the way they passed Aunt Emily's

house, and they made a call there. They had very good reasons for doing so. One reason was a puppy; one reason was a goldfish; but the sweetest reason of all was Aunt Emily's gingerbread.

— ABBY MORTON DIAZ (*Adapted*).

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Erin	minstrel	sober	host
ladle	trooped	mightier	palm

### THE TWO KINGS

One day the king of the fairies said at a feast of his wee folk, "Have any of you seen a mightier man than I am? I can cut down a thistle with my ax."

The minstrel who made songs for the king laughed and said, "Over in Erin they are so big and strong that one of us could stand on the palm of a man's hand. Once when I was there, they dropped me into a cup of milk, and I had to swim until they took me out again. If you don't believe me, go yourself and see what you shall see."

The fairy king said to his queen, "We will go to-night when all the people are asleep, and taste the king of Erin's porridge and come home again."

When it was dark, they mounted their fairy horse, which was smaller than the smallest hare, and so rode over the sea to Erin.

They went straight into the king's kitchen and began to look about for the porridge pot. As the wee king sat on his horse, he could just reach up to its rim. As he leaned over the silver ladle and tried in vain to lift it, he slipped and fell in. There he stuck fast up to his waist in porridge.

The poor queen cried and tried to help him out; but he said to her, "Ride quickly home and in the morning bring an army of my people to set me free."

When daylight came, the king of Erin's men went down into the kitchen and found the fairy king in the porridge.

With shouts of laughter they carried him to their master; but they looked sober enough when



The King of the Fairies and the King of Erin

they saw before the castle gate a great host of the fairy folk.

The little people did not want to fight, so they said to the king of Erin, "Unless you give up our king, we will do you harm. Not a cow in all your land shall give you any milk to-morrow."

"No," said the king of Erin. "I will not give him up for that."

The next day there was no milk in all Erin.

"Now," said the fairy folk, "unless you give him back to us, we will dry up all the wells."

"No," said the king of Erin. "I will not."

The next day there was no water in the land.

"Now," said the fairy folk, "give him up, or we will burn all your mills, and there shall be no flour for bread."

But the king of Erin would not give up his prize, though all his people went hungry.

"Now," said the fairy folk, "we will cut off all the wheat that is growing in your fields, and all your people shall die."



"I cannot help it," said the king of Erin.

Then the fairy folk lost patience and said:  
 "Now, for the last time, will you give up our king? If you do not, we will cut off all the hair of every man and woman and child in all the land."

This frightened the king of Erin so that he gave up the king of the wee folk; and all the fairies trooped away to their own land across the sea.

Which of the two kings was the stronger?

— *Irish Fairy Tale.*

*Phonic Drill.* — Review  
 bu, wr, mb, stle, ften, g.

Sound words from Sections 274, 343, 344, 374.

rustling	clinging	burrows
withered	wrapped	harvest

## DWELLERS IN THE MEADOW

### I

Birds, ants, crickets, and bumble bees live in fields and meadows. They make their nests among the grasses or in holes in the ground. Every boy and girl who has been in the country has seen these people of the meadow.

Many other creatures live there that are not seen so often. One of these is the harvest mouse.

This mouse is very tiny. Its coat of brown fur is so soft and thick that it feels like velvet.

No bird can build a better or prettier home for its little ones than this little mouse makes. Its nest is sometimes found swinging from a thistle or hung up among the wheat stalks. It is built of dried grasses woven neatly into a small round ball.

Inside, the nest is snug and warm. Sometimes eight babies lie cuddled together while father and mother are off hunting for food.

The opening is so small that it is a wonder how the mother mouse can get through.

She is always careful to close the door when she goes out, so the babies will not fall from the nest.

The harvest mouse climbs the smooth stems of the wheat field like a monkey. It holds on by its tail as well as by its claws. When coming



**Harvest Mice and their Nest**

down from the nest, it twists its tail around a stalk and slides down.

When winter comes, this wise little mouse leaves the nest among the grasses and burrows in the ground.

It lines its winter home with thistle down. Wrapped in its fur coat, it sleeps safe and warm until the springtime.

## II

I wonder how many boys and girls have seen the common field mouse.

The nest of this mouse, also, is made of grasses, but it lies on the ground.

A lady was once walking through a meadow. She stepped from the path to pick forget-me-nots that grew by a little brook.

Suddenly a loud squeaking was heard. The sound seemed to come from the ground.

"I must find out what this means," said the lady. She stooped and parted the grass stems at her feet. The squeaking had stopped; but she thought she heard a slight rustling in the bunch of withered grass that lay before her.

She put her fingers into the grass. When she brought them out, a baby mouse was clinging to them.

It was a strange, helpless baby. Its eyes were not yet open, and its pink skin was bare of fur. Its legs seemed very weak.

After a minute the lady tucked it back into the nest. It crept outside at once. She put it back again and again.

Each time she tried to close up the opening by pushing the grass stems together before it could find its way out. At last she succeeded in closing the nest.

She waited until all was quiet, then she went away.

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friendly      grudge      timid      stalk      bower

## THE CITY MOUSE

The city mouse lives in a house;—

The garden mouse lives in a bower,  
He's friendly with the frogs and toads,  
And sees the pretty plants in flower.

The city mouse eats bread and cheese;—

The garden mouse eats what he can;  
We will not grudge him seeds and stalks,  
Poor little timid furry man.

—CHRISTINA G. ROSSETTI

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One to-day is worth two to-morrows.

*Phonic Drill.* — Teach  
initial h silent. Review  
Equivalent Charts a, o, e.  
Sound words from Sec-  
tions 240, 285, 358, 376,  
379.

stray	happily	shepherd
palace	honesty	answered

### TRUSTY HANS

Hans was a shepherd boy. He watched his sheep in a meadow near a great forest.

One day a hunter came out of the forest. He asked Hans how far it was to the nearest town.

“It is six miles, sir,” Hans answered. “But the road is only a sheep track, and it is not easy to follow.”

The hunter said, “My boy, I have been lost in the forest. I am very tired and hungry. If you will leave your sheep and show me the way, I will pay you well.”

“I cannot leave my sheep,” said Hans. “They would stray into the wood and be eaten by wolves, or stolen by robbers.”

“Well, what of that?” said the hunter. “They are not your sheep, and I will pay you more than you could earn in a whole year.”



**Hans and the Hunter**

“Sir, I cannot go,” said Hans. “My master pays me to mind his sheep. I cannot leave them until my day’s work is done. If any of the sheep were lost, I should be as much to blame as if I had stolen them.”

“Then,” said the hunter, “will you trust your sheep with me, while you go to the village and get me some food and a guide? I will take care of them for you.”

Hans shook his head. “The sheep do not know your voice, and — ”

“And what?” asked the hunter. “Can’t you trust me? Do I look like a thief?”

“No,” said Hans, “but you tried to make me break my word to my master. How do I know that you would keep your word to me?”

The hunter laughed. “You are right, my boy,” said he. “I wish I could trust my friends as your master can trust you. Show me the sheep path. I will try to follow it without a guide.”

“You said you were hungry,” said Hans.



“Would you like some of my bread and cheese?”

The hunter gladly took the bread and cheese. As he was eating it, a shout came from the forest. A number of horsemen rode from among the trees toward the hunter.

“We thought you were lost or killed, sire,” they cried.

Then Hans learned that the hunter was the king of the country.

The poor boy feared the great man would be angry with him. The king was not angry. He smiled kindly and praised the boy's honesty to the horsemen.

A few days after this, the king sent word that he wished to see Hans at the palace.

“My good boy,” he said, “I think that you are to be trusted. I want you to serve me.”

So Hans became a servant in the household of the king. He lived happily with his good master, and served him faithfully.

— *German Folk Tale.*

*Phonic Drill.* — Review  
cious, ear.

Sound words from Sec-  
tions 196, 257, 258.

mist	precious	distress
staff	tinkle	offered

### THE FAIRY BELL

The brown fairies live inside the hills. On two or three days in the year they can change into the forms of birds, or beasts, or men and go about in daylight.

On all other days they must stay inside their hills until night comes. Then they run out and dance in the fairy rings under the light of the moon and stars.

Each brown fairy wears a brown coat and a brown cap with a little silver bell. These bells are very precious. If one is lost, its owner cannot sleep until he finds it.

Once upon a time the brown fairies were dancing in the meadow by moonlight.

After they had gone under the hill, one little fairy saw that he had lost the bell from his cap.

He was in great distress. He could not sleep

without his bell. He had to wait until the next night before he could go out to look for it.

Then he searched everywhere, but the bell could not be found. A shepherd boy had picked it up, and put it in his pocket.

When the day came that the fairy could go out, he changed into a little bird. He flew all over the country searching for his bell. He asked all the other birds, but none of them had seen it.

At last he flew over the meadows where the shepherd boy was keeping his flock. Several of the sheep had bells about their necks. They tinkled merrily as the sheep moved about.

The little bird thought of his bell.

He sang sadly :

“Little bell, little bell,  
Little ram as well,  
You, too, little sheep,  
If you’ve my tingletoo,  
No sheep’s so rich as you,  
My sleep you keep.”

The boy heard the song and saw the pretty bird.

“That is a strange bird,” he thought, “that sings about the bells my sheep wear. I have a little silver bell in my pocket. I wonder if the bird would sing about that.”

He took the bell out of his pocket and made it ring. The bird saw the bell and knew that it was his. It flew down behind a bush and changed into the shape of an old woman.

The woman walked across the field to where the boy sat. He was still ringing the bell and thinking of the beautiful bird.

“What a charming little bell!” cried the woman. “I never saw anything so beautiful. Will you sell it to me?”

“It is not for sale,” said the boy. “There is not another bell like it in the whole world. Listen to the music it makes. I have only to make it tinkle, and the sheep run wherever I wish.”



**The Fairy and the Bell**

The woman offered him three pieces of money, and then five pieces, for the bell, but the boy would not sell it. She showed him a handful of gold, but he shook his head.

At last she drew a white staff from under her cloak. "I will give you this staff for the bell," she said.

"Drive the sheep with it. Their wool will be longer and better than that of other sheep. Everything will go well with you. Soon you will be a rich man."

As she held out the staff, she smiled at him. When she smiled, the boy could not help doing as she wished.

"Here is the bell," he cried. "Give me the staff."

The old woman took the bell. She seemed to float away like a mist over the meadow. She was out of sight in an instant.

The brown fairy did not dance in the moonlight that night. He had his precious bell, and

he could sleep. He slept until the next night came. Then he was the merriest of all the dancers.

The shepherd boy drove the sheep with the white staff. His sheep grew fat. Their wool was long and heavy. It was not long before he was the richest shepherd in the country.

— *Fairy Tale of Rügen.*

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### THE LITTLE ELF<sup>1</sup>

I met a little Elf-man, once,  
Down where the lilies blow.  
I asked him why he was so small,  
And why he didn't grow.

He slightly frowned, and with his eye  
He looked me through and through.  
"I'm quite as big for me," said he,  
"As you are big for you."

— JOHN KENDRICK BANGS.

<sup>1</sup> Copyright by the Century Co. ; used by permission.

*Phonic Drill.* — Review  
Equivalent Chart a; mb,  
kn, wr.

Sound words from Sec-  
tions, 342, 355, c, d, 376.

knot	tongue	mold
knob	question	glistening

## THE TREE FROG

### I

The tree frog does not live in the pond with the bullfrogs. His home is in a tree.

Sometimes he looks out of a knot hole; sometimes he crouches close to the tree trunk. Often he swings from the under side of a leaf.

He is so nearly the color of the tree that it is hard to see him even when he is in plain sight.

When the tree frog is hungry, he sits very still and darts out his sticky tongue at insects that fly past him.

He is so pleased when rain is near that he sings a little song. It is "tr-r-r-d." Have you ever heard him sing?

The tree frog is a climber. The knobs or pads on the ends of his toes help him to climb.



When winter comes, he climbs down from his tree and burrows in the leaf mold. Sometimes he makes his bed in a hollow tree.

His cousins, the bullfrogs, wrap themselves in mud blankets and sleep at the bottom of the pond. When spring



A Tree Frog

comes, all the frogs awake and sing for joy.

## II

A lady once saw a tree frog as he was peeping out of his knot hole. She lifted him carefully and took him into her house. She went to a window where plants were growing.

The tree frog was much frightened. He sat very still in her hand with his legs folded close to his body.

When the lady opened her hand, he saw the

green leaves. He thought, "Here is a chance to escape." So he made a flying leap and landed among them.

Then he saw a tree close by. He made another leap, hoping to reach it. Something hard and slippery kept him from the tree. He could not see this thing, but he found that he could climb up.

The little children watched him climb. Their mother showed them his webbed feet and long slender toes. They saw that each one was tipped with a little knob.

To show them how he could change color, she placed him on something black. Soon his skin grew quite dark.

Then she placed him on something green. After he had been on the green for a time, his color grew greenish.

After the children had asked all the questions they could think of, they all went out to the tree and the lady put him in his knot hole.

I think he was glad to be at home again.

*Phonic Drill.* — Review  
oy, sten, wr.

Sound words from Sec-  
tions 247, 255, 373.

employs    abode    usefully  
stealthy    prey    wrinkled

## A FRIEND IN THE GARDEN

He is not John the gardener,  
And yet the whole day long  
Employs himself most usefully  
The flower beds among.

He is not Tom, the pussy cat,  
And yet the other day,  
With stealthy stride and glistening eye,  
He crept upon his prey.

He is not Dash, the dear old dog,  
And yet, perhaps, if you  
Took pains with him and petted him,  
You'd come to love him, too.

He's not a blackbird, though he chirps,  
And though he once was black;  
And now he wears a loose gray coat,  
All wrinkled on the back.

He's got a very dirty face,  
 And very shining eyes;  
 He sometimes comes and sits indoors;  
 He looks — and p'r'aps is — wise.

But in a sunny flower bed  
 He has his fixed abode;  
 He eats the things that eat my plants —  
 He is a friendly TOAD.

— JULIANA H. EWING.

*Phonic Drill.* — Review  
 initial h silent, mb, or.

Sound words from Sec-  
 tions 349, 379.

mane	combing	visited
honor	roared	ordered

### THE HARE AND THE LION

A lion had his den in the forest. He ordered the other animals to come to him one at a time to be eaten.

As the lion was the king of the beasts, there was no help for it. The other animals had to do as he said.

One after another they said good-by to their friends. Then they went sadly through the woods to the lion's den.

At last it was the hare's turn to be eaten.

When the day came for him to go to the lion's den, he said there was no hurry. He would be there in time enough.

He spent the morning putting his house in order, and cleaning and combing his fur. An hour or two of the afternoon passed while he visited some old friends.

When at last he set out, he took the longest way through the forest. He did not hurry until he came in sight of the lion's den. Then he ran as fast as he could.

The lion was watching for him. He was very hungry and very angry at having to wait so long for his dinner.

Before he could say a word, the hare cried, "Oh! lion, I know that I am very late and that you have cause to be angry."

“Before you eat me, I must tell you of another lion who has come to the forest. This lion wished me to go to him. He says that he is the master.”

“Ha!” roared the lion. “Where is he? Show him to me. I’ll teach him who rules the forest.”

“Follow me,” said the hare. He ran off through the woods, and the lion bounded after him.

After a time they came to a well. “Here he is,” whispered the hare, looking over the edge.

The lion looked down into the well. He saw a lion looking at him. He shook his mane; the other lion shook his mane. He roared; the other lion opened his mouth to roar at the same time.

The lion was very angry. “Let me get at him,” he roared; “I’ll show him who is master.” In he jumped — splash! That was the end of him.

Now the beasts of the forest could live in peace, for the hare had set them free from the lion.

Together they made a little hymn of praise in honor of the hare, and every morning they sing it in the forest.

— *Indian Folk Tale.*



**"Oh, lion, I know that I am very late"**

*Phonic Drill.* — Review  
mb, bble, ddle, etc.

Sound words from Sec-  
tions 128, 254, 290, 291.

several      instant    touched  
scrambled    second    squeaked

## THE BABY SQUIRRELS

### I

A squirrel's nest in the topmost boughs of a tree held four small squirrels.

The mother squirrel had put leaves, moss, and small sticks together so that not a drop of rain could get in.

The nest was like a cradle in which the fur babies were rocked by the winds.

One day a lady came into the woods. She sat down under the tree that held the nest.

The mother squirrel saw the lady. She ran along a branch and peeped at her. Then she ran along another branch and took a peep from the other side.

Soon she grew bold enough to run part way down the trunk of the tree and chatter, hoping to drive the stranger away with the noise.



The lady was reading. She sat very still and did not look up from her book.

In a short time the squirrel went back to her babies in the nest. She forgot that the lady had not always been there like the trees and rocks of the wood.

## II

After a while the lady closed the book and looked about. She looked up into the leafy boughs above her. There she saw a pretty sight.

The mother squirrel was running along a limb of the tree followed by her four babies. When she came to the end of the branch, she jumped across a little space to the branch of another tree.

Three little squirrels jumped one after another and landed on the branch beside her.

The smallest baby did not dare to jump. It squeaked with fear and clung close to the branch.

The mother ran nimbly down the tree trunk, across the grass, and up the home tree to the branch where the baby was clinging.

She ran along lightly, leaped over the baby's head, and again jumped to the other tree. She did this several times. At last the little one jumped, but did not reach the branch. It fell to the ground.

The mother was beside it in the same instant. She took it in her mouth, carried it up the tree to the branch, dropped it there, and jumped across to the second tree. This time the baby bravely jumped after and reached the tree.

### III

Then they began a grand race from one tree to another, led by the mother squirrel.

Sometimes a baby missed its footing and fell, but the mother had it in her mouth and back on the branch before it knew what had happened.

Sometimes they ran quite close to where the lady sat so still.

Once a baby squirrel fell on her hat. Around and around the brim it ran, wondering why its mother did not come to help.

At last the lady moved, very quietly, close to the tree. Soon the baby found the place where the hat touched the trunk, and it scrambled up.

The mother squirrel smelled and licked her baby all over. She scolded it well. Then the race began again.

She led them away from the home tree, deeper into the forest. When the lady went home they were out of sight.

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Chick-chick-a-dee-dee! saucy note  
Out of sound heart and merry throat,  
As if it said Good-day, good Sir!  
Fine afternoon, old passenger!  
Happy to meet you in these places  
Where January brings few faces.

—RALPH WALDO EMERSON.

*Phonic Drill.*—Teach  
w silent. Review ç, ð.  
Equivalent charts u, a.

Sound words from Sec-  
tions 236, 247, 265, 331,  
349, 381.

surf	plunge	gurgled
trench	ocean	frolicked

## AT THE SEASIDE

### I

Ralph and Stephen spent last summer at the seaside. It was the first time the boys had seen the ocean.

At first they were afraid of the great waves that came thundering up the beach and broke in surf upon the sands. But soon Stephen began to enjoy the rough play of the water. Before the summer was over, he learned to swim, and dive, and float.

Every day Ralph made up his mind to do as Stephen did. He would put on his bathing suit and march down to the beach by Stephen's side.

Together they watched the waves riding higher and higher as they came toward the shore.

Then Stephen shut his eyes and plunged into the bubbling water; but Ralph, at the first splash upon his bare toes, turned and ran away.



**At the Seaside**

As fast as his feet could carry him, he ran up the beach, but the waves always ran after.

Once or twice they caught him, threw him down, and splashed and gurgled through his hair and in his ears as though they enjoyed the fun. Not once all summer was Ralph willing to get his bathing suit wet.

Father and mother and Stephen frolicked and danced and had gay times in the ocean. So did all the aunts and cousins who came to visit them.

Ralph jumped up and down. But he was very careful not to let the water get much beyond his ankles. Father said he must like dry baths.

Bruno went with them to the beach. He was not afraid of the water. He went in a dozen times a day, and he was always ready to fetch a stick, no matter how far out it was thrown.

It almost seemed that Bruno understood the joke about Ralph's dry baths, for he would run up to him, shake his shaggy coat, and send a shower of salty drops all over the bathing suit.

## II

When the tide went out, many curious creatures of the sea were left on the beach.

One morning the boys gathered sixteen crabs. They dug a well in the sand for them. At one side of the well they made a trench leading toward the sea. When the tide turned, the water rushed into the well and swept the crabs one by one out to sea. It was an exciting time.

One day the boys were busy making an arm-chair of the wet sand. First they made a flat mound, then they packed sand around the back and sides of the mound. Bit by bit they built it up until the shape of a chair could be seen.

Father was watching them. Presently he picked up a piece of driftwood. He took out his knife and began to whittle the wood.

"What are you making, father?" asked Ralph, eagerly.

"This," answered father, placing the bit of wood in the chair.

"It's a man," cried both the boys. "See the man sitting in our chair."

## III

"It is King Canute seated by the sea," said father. "Shall I tell you about him?"

"A story! a story!" cried Ralph. This was what father told them:

King Canute was king of England. He was very wise. He cared for his people so well that some of them began to think he was master of all things. They said that even the sea would obey him.

To show them that this was not true, King Canute had a chair brought down to the edge of the water. Seated in the chair, he called out to the sea, "Stand back, I command you."

But the sea gave no heed. Wave after wave rolled in until the water dashed upon his feet.

"You see, my children," said the king to his watching people, "I am not master of the sea. There is but one master. He is Lord of all."





**King Canute and the Sea**

The boys were quiet for a few moments, watching the water creeping along the sands.

One ripple after another swept along the side of the chair and carried away a few grains of sand.

Soon a big wave dashed over King Canute's feet.

When the boys ran to the beach after dinner, nothing could be seen of King Canute, for the water was deep over the place where his chair had stood.

Ralph says that next summer he is going into the sea up to his neck.

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### THE HORSES OF THE SEA

The horses of the sea

Rear a foaming crest,

But the horses of the land

Serve us best.

The horses of the land

Munch corn and clover,

While the foaming sea horses

Toss and turn over.

—CHRISTINA G. ROSSETTI

*Phonic Drill.*—Sound  
words from Sections 249,  
261, 362, 368 h, 371.

families	piano	dreams
pleasant	pupils	quiet

## THE HALL CLOCK

## I

Two families lived in the same house at the same time. One was a noisy family, the other was a quiet one.

The boys and girls of the noisy family could be seen and heard all day. They swept the floors, and dusted the rooms; they cooked the meals, and washed the dishes; they read the books, and played the piano.

The smaller children dressed and undressed their dolls; they played house; they played school, and they had the kittens, the dolls, and the dog for pupils.

When evening came, all the children sat around the fire, and told stories until bedtime. Then they went upstairs and crept into soft white beds, and dreamed pleasant dreams until morning came.

## II

possession

appeared

view

quivering

pattering

sofa

When all the noisy children were asleep, the quiet family came out and took possession of the rooms.

From dark corners and little holes, their tiny heads and quivering whiskers appeared. Bright, beadlike eyes made sure that no danger was near. Then the gray bodies and graceful tails came into view.

Here and there they ran, hunting for crumbs upon the floor. Some even ran upon the pantry shelves and nibbled the good things they found there.

Sometimes they chased one another through the rooms, or took flying leaps from the sofa to the chairs.

But though they hunted for food, or ran races, the soft pattering of their feet was almost the only noise they made.

## III

disturbed	whirring	weights
pendulum	venture	hours

There was only one thing to disturb their peace. That was the tall grandfather's clock in the hall.

The children of the noisy family liked the clock. They liked to open the long door and peep at the heavy weights and long, swinging pendulum. They liked to listen to its voice as it struck the passing hours.

The quiet family did not like it. They did not mind so much its tick, tick, tick, which went on all the time. They often ran quite close to it in their play, and found that there was nothing to hurt them.

But when the whirring wheels struck the hour, they all ran helter-skelter as far away as they could. It was many minutes before they dared venture out again.

This happened many times every night.

## IV

council	although	scamper
frightening	believe	rogue

At last the mice held a council to see what could be done about it. They met in the hall where the clock stood, and tried to think of some way to stop the frightening noise.

One very brave mouse said, "I believe that the clock is a trap, and that the noise is caught and cries to get out. If we could gnaw a hole in the wood, we could let it out, and it would run away."

"Yes, yes," cried the other mice, "let us gnaw the hole."

So they tried to gnaw a hole in the clock, but although each one did his best, they could scarcely scratch it.

"This wood is so hard and thick," cried a little mouse, "that we never can gnaw a hole in it. I think that the only way to let the noise out would be to gnaw a hole at the top of the clock."



**"The mice held a council"**

"Yes, yes," cried all the mice, "that is a better plan. Will you climb up and gnaw the hole?"

"Oh, no, not I!" said the mouse. "I am too little, and my teeth are not very strong."

"I will," said the brave mouse. "I am not afraid."

So he ran quickly up the clock.

Just as he reached the top, the wheels began to whirr, and the clock struck one. The brave mouse was so frightened that he ran down faster than he had run up.

Before the clock could strike a second stroke, every mouse was hidden away in the farthest corner of his hole.

Never again was a mouse brave enough to run up the clock. So the noise is still inside, and every night when it comes, the mice jump with fright and run to their holes.

Hickory, dickory, dock,

The mouse ran up the clock;



The clock struck one,  
And down he ran,  
Hickory, dickory, dock.

---

swaying                      boughs                      against

CRADLE SONG<sup>1</sup>

Ere the moon begins to rise  
Or a star to shine,  
All the bluebells close their eyes —  
So close thine,  
Thine, dear, thine.

Birds are sleeping in the nest  
On the swaying bough,  
Thus against the mother breast —  
So sleep thou,  
Sleep, sleep, sleep.

— THOMAS BAILEY ALDRICH

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“Every day is a fresh beginning,  
Every morn is the world made new.”

<sup>1</sup> Copyright; used by permission of Houghton, Mifflin & Co.

*Phonic Drill.* — Sound  
words from Sections 254,  
255, 275, 290, 291, 295, 323.

shelter	bridle	reared
peasant	caper	supplied

## THE THREE WISHES

### I

A good fairy was once far from home when night came on.

Before her she saw two houses, one large and beautiful, where a rich man lived; the other small and mean, the home of a poor peasant.

The fairy thought, "There is plenty of everything and to spare in the rich man's house. I will ask him to take me in."

So she knocked at his door. The rich man opened the window, and asked what she wanted.

"I beg you to give me shelter for the night," the fairy said.

The rich man looked at her. As he saw that she had on shabby clothes, he shook his head and answered, "I cannot take you in." Then he shut the window and went away.

The fairy turned her back upon the grand house and went over to the other one. The poor man saw her coming. He opened the door and begged her to enter. His wife came forward and led her in.

"You must stay all night with us," they said. "We have not much, but what there is we will share with you." The wife laid the cloth for supper, and the fairy sat at the table with them.

When bedtime came, the wife whispered to her husband, "Dear husband, let us make a straw bed for ourselves on the floor so that the traveler may lie in our bed and rest. She must be tired after walking all day."

"Yes, yes," said the husband. "We will do so."

## II

In the morning when the fairy awoke, she found the wife cooking breakfast for her.

The sun shone brightly into the room. The faces of the poor people were so happy that she was sorry to leave them.

As she rose to go, she thanked them for their kindness. She said, "You were kind to me when you thought I was poor and in need. I can do something for you. It is in my power to grant you three wishes."

"We wish for health as long as we live, and to have our daily needs supplied," said the poor man. "We cannot think of a third wish."

"Would you not like a new house instead of this old one?" asked the fairy.

"Oh, yes!" they both cried. "With these three wishes we can want nothing more."

About noon, the rich man happened to look out of his window.

He saw with surprise a pretty new cottage with a red roof on the spot where the old one had stood.

He called his wife to look at it. "How do you suppose this can have happened?" he said. "Run over there and ask about it."

The wife went over to ask the poor man about it.



**The Three Wishes**

"Yesterday evening," he said, "a poor traveler came to our door for a night's shelter. We were glad to share with her what we had. This morning, as she went away, she gave us three wishes. We wished for health and food, and she changed our old hut into this beautiful cottage."

## III

When the rich man heard this, he was vexed.

"That poor-looking woman came here first," he said, "but I turned her away."

"Never mind," said his wife, "make haste, mount your horse, and ride after her. If you can overtake her, you can ask her to grant you three wishes, also."

So the rich man saddled his horse and rode after the traveler.

At last he overtook her. He spoke most kindly and gently. He hoped she had not felt hurt at what he had said the evening before.

"I was just looking for the key of the house

door when you went away. If you ever pass this way again, you must stay with us."

"Yes," she replied, "I will do so if I ever pass your house again."

Then the rich man asked if she would not grant him three wishes.

"Yes," answered the fairy, "ride home, and whatever your three wishes are, they shall be granted."

#### IV

The rich man rode home thinking what the three wishes should be.

As he thought, he let the bridle hang so loosely that the horse began to caper about. He struck it and cried, "Be quiet, Bess," but the animal reared until he was nearly thrown off.

At last he became angry and cried again, "What do you mean by this? I wish your neck were broken!"

No sooner had he said this than his horse fell dead. So he had his first wish.

There was nothing to do but hang the saddle and bridle on his own back and walk home.

As he walked along the dusty road in the hot sun, he became tired and fretful.

He thought how happy his wife must be just at that moment, sitting in their cool room at home.

It vexed him so not to be there with her that he cried, "I wish this heavy saddle were off my back and she were sitting on it, not able to move."

As he said the last word, the saddle disappeared, and he knew that he had his second wish.

Heated as he was, he ran home, for he wanted to think of something great for the last wish.

But when he opened the door, there sat his wife on the saddle, screaming and crying that she could not get off.

"Make yourself quite happy," he said. "I can wish for all the riches in the world if only you will sit there."



“What would be the use of all the riches, if I must sit on this saddle?” she cried angrily. “You wished me on, now you must wish me off.”

So his third wish had to be that his wife might be free from the saddle.

The selfish, rich man had nothing from his three wishes but anger, vexation, and the loss of his horse.

The kind, poor man had gained happiness and comfort for the rest of his life.

— JACOB AND WILLIAM GRIMM.

---

Who has seen the wind?

Neither I nor you :

But when the leaves hang trembling

The wind is passing through.

Who has seen the wind?

Neither you nor I:

But when the trees bow down their heads

The wind is passing by.

— CHRISTINA G. ROSSETTI

*Phonic Drill.* — Teach  
n silent after m.

Sound words from Sec-  
tions 284, 285, 349, 375.

enjoyed	fragrance	cores
traveler	weary	rosy

### APPLE-SEED JOHN

Though John was only a poor, old man, he wished to make other people happy.

He really did this every day with his kind words and helpful ways, but that was not enough for him. He wished to do more.

“If I were a rich man,” he thought, “I could do good in many ways. But I am not rich. All that I earn is barely enough to buy food and a place to sleep at night. I have nothing to give away.”

He was thinking of these things one day while eating his dinner.

Some one had given him an apple. As he enjoyed the ripe fruit, a fine plan came into his head.

“It is just the thing!” he cried. “Now I know what to do for others.”



**Apple-seed John**

After that day, whenever he was paid for his work, he took part pay in apples. He put the cores of all the apples in a bag.

When the bag was full, he took it on his back. With his stout staff to help him, he walked away toward the woods and fields.

When he found a good place, he made a hole in the soft earth with the end of his staff, and planted one of the apple seeds.

He did this by the dusty roadside and in the sunny meadows, wherever he thought it would be pleasant to see a tree growing.

When his bag was empty, he went back to work, earned more money, and saved more apple cores. Then he walked away, planting as before.

Sometimes he rested at a cottage door and told stories to the little children, or made kites and played games with the boys.

He was so willing to work, and so ready for play, that people often said, "Do not go away. Stay with us."

He always answered, "No, I cannot stay. I have work to do."

Wise people said, "Why do you walk all over the country, planting apple seeds? Your work will do you no good. You never can gather apples from the trees."

John turned away with a smile on his face, saying, "I am not working for myself, but for others."

Then these wise people laughed at him for a foolish fellow, and called him "Apple-seed John."

But Apple-seed John did not care what they said.

When at last he was too old and tired to do any more, he said, "It is pleasant to think that what I have done will make others happy."

All over the country wherever John had gone, the apple trees grew. The birds found homes in their wide-spreading branches. The weary traveler on a dusty road was glad to sit in their shade.

In the spring, the beautiful pink and white blossoms filled the air with their fragrance, or fell in rosy showers on the resting traveler.

In the autumn, the ripe fruit hung low on the branches and seemed to say, "Pick me and eat me. Apple-seed John thought of you when he planted this tree."

Atlantic

Indian

dawn



## THE SUN'S TRAVELS

The sun is not a-bed when I  
At night upon my pillow lie ;  
Still round the earth his way he takes,  
And morning after morning makes.

While here at home, in shining day,  
We round the sunny garden play,  
Each little Indian sleepy-head  
Is being kissed and put to bed.

And when at eve I rise from tea,  
Day dawns beyond the Atlantic sea ;  
And all the children in the west  
Are getting up and being dressed.

— ROBERT LOUIS STEVENSON.

*Phonic Drill.* — Review  
x, ow.

Sound words from Sections 112, 232, 295, 318.

rifle    oxen    evil    traveled  
Ohio    spirits    warn    purpose

## A STRANGE USE FOR PUMPKINS

About a hundred years ago, a little boy named Nat Green found a strange use for two jack-o'-lanterns.

He was born in New England; but after a time his father moved west to the state of Ohio. There were no railway trains in those days. The family traveled with all the furniture in a big wagon drawn by oxen.

Nat was very fond of pumpkin pie. He was afraid that there would not be any pumpkins in Ohio. So he took some seeds with him, and sowed them when the family came to their new home. When Thanksgiving came, there were several fine pumpkins for pies, and the little boy made two splendid jack-o'-lanterns.

At that time there were many Indians in Ohio. People had to look out for them all the time.

A few days before Thanksgiving, Mr. Green rode away to the village. Mrs. Green was left alone with the children.

Toward evening a man rode up, shouting, "The Indians are coming! Bar your doors and put out your fire!"

Then he hurried away to warn the next family.

Mrs. Green fastened the door and the windows and covered up the fire. When all the young children were in bed, she and Nat sat up in the dark, too frightened to say a word.

Nat had his father's rifle, but he could not shoot it. At last his mother whispered that she could see shadows stealing across the fields.

Just then Nat thought of the jack-o'-lanterns that he had made.

"Mother," he whispered, "bring me a live coal with the tongs. Quick!"

He snatched candles from the candlesticks on the dresser, lighted them from the live coal, and put them in the two pumpkin shells. Then he





Welcoming the Indians

set one in one window and his mother placed the other in the other window.

When the Indians saw these awful faces at the window, they gave a great yell of fright. They all ran away as fast as they could because they thought that the jack-o'-lanterns were evil spirits.

Would you have believed that pumpkins could have been used for such a strange purpose?

*Phonic Drill.* — Review  
ph, sten.

Sound words from Sec-  
tions 257, 298, 342, 346.

bear	amusing	Italians
erect	damage	performing

### TWIN BABIES

These twin babies were black as coal. They were young baby bears, and so exactly alike that no one could tell one from the other.

They were orphans. They had been found at the foot of a small cedar tree on the banks of a river by a boy who was hunting.

The baby bears were asleep and alone. The boy caught them up in his arms and ran away with them. Instead of being frightened or cross, they began to nose around under his arms, like little pigs, for something to eat. And when he reached home with them, how they did eat!

Before a month the little black fellows began to walk erect, carry stick muskets, wear paper caps, and march up and down before the door like soldiers.



**The Bears waiting upon the Table**

Their most amusing trick was waiting upon the table. With round caps on their heads and short white aprons these little black boys would serve the guests at the table.

Of course they often dropped things, but they were given only tin plates to hold, so that little damage was done if a dish did happen to fall.

Men came from far and near, and often spent the day watching these funny little creatures.

As winter came on, the two black bears were fat as pigs and fully half grown. They ate so much every day that the people who kept them began to wonder how to get them food.

They remembered that bears sleep through the winter. So they tumbled the big black babies into a hollow log on a heap of hay. There they cuddled down and went to sleep.

The boy had to go away for the winter, but when he came back in the spring, the first thing he did was to go to the log in which the bears had been placed.

He listened, but there was no sound within. Then he kicked at the tree, but nothing stirred. He ran away to the woodpile and caught up an ax. In a moment he had chopped away the end of the log. Out rolled the twins.

They had been there so long that they were weak and lean. They could scarcely stand on their feet. However, in a month they were as fat as they had been before their nap.

One day when they were performing some of their tricks, two Italians saw them and offered to buy them for a great deal of money. They muzzled the big pets, and led them away to the city. There they seemed very contented and happy.

— JOAQUIN MILLER (*Adapted*).

*Phonic Drill.* — Review  
tion, a after w, kn, mb.

Sound words from Sections 255, 310, 328, 338, 347.

solid	patience	sprouted
stupid	narrower	courtyard

## JACK AND HIS BROTHERS

### I

Beside the king's palace a huge oak had grown up in one night. Its spreading branches darkened all the windows.

In vain the king offered bags of money to the one who would cut this great tree down. Its hard trunk blunted the edge of every ax, and for every branch that was cut off, two sprouted forth.

This was not all that vexed the king. A well that would hold water all the year round was

needed in the courtyard of the palace. The king offered money for this also, but no one had been found who could dig the well.

It was not so easy to do as one would think, for the palace was built on solid rock. Those who tried to dig the well found this rock so hard that no amount of digging and delving could make a hole in it.

At last the king sent word all over the kingdom that whoever should do these two things should have the princess and half the kingdom.

## II

After a time the king's word reached the ears of three brothers, Peter, Paul, and Jack.

Peter and Paul were stupid fellows, who thought they knew all there was to know. Jack was always asking questions about the things he saw and heard. Peter and Paul had no patience with him.

The three brothers thought they would like to try their hands at the king's work, so one morning they all started for the palace.

Their way led through a great forest that covered a mountain. On the top of the mountain, they heard the sound of an ax and the crash of falling branches.

"I wonder what that is chopping away up yonder," said Jack.

"Oh, you are always wondering," said Peter and Paul, both at once. "What should it be but a wood-chopper!"

"But I'd like to see what it is," said Jack. And he began to climb the mountain.

"Yes, do go," called his brothers after him, "perhaps you will learn how to chop wood."

Jack did not care what they said. He climbed the mountain. There he found an ax chopping away all by itself at the trunk of a tree.

"Good morning, ax," said Jack. "Why do you chop here all by yourself?"

"I chop while I am waiting for you to come and get me," answered the ax.

"Well, here I am," said Jack.

He put the ax in his great leather bag, and ran down the mountain.

"Tell us what wonderful thing you saw up there," laughed his brothers when he came up with them.

"It was really an ax that we heard," said Jack.

### III

After a while, as they were passing under a great rock, they heard the sound of digging.

"I wonder what makes that noise," said Jack.

"There you go wondering again," said Peter and Paul. "Have you never heard a woodpecker digging away in a hollow tree?"

"Yes," said Jack, "but I'd like to see what makes this noise."

So, though the others laughed at him for being so foolish, he climbed the rock. At the top, he saw a spade digging the rock all by itself.

"Good morning, spade," cried Jack. "Why do you dig here all alone?"





"Good morning, ax"

"I dig while I am waiting for you to come and get me," answered the spade.

"Well, here I am at last," said Jack.

He put the spade in his great leather bag.

"What strange sight did you see at the top of the rock?" cried his brothers when he caught up with them.

"Oh," said Jack, "it was only a spade that we heard."

#### IV

They went on until they came to a brook. Here they rested and had a drink of the cool water.

"I wonder," said Jack, "where all this water comes from."

"How foolish you are to be wondering about the brook!" cried Peter. "Every one knows that the water comes from a spring in the earth."

"No matter," said Jack. "I am curious to see where this water comes from."

So up he jumped, and ran beside the brook. As he went, it grew narrower and narrower. At

last he saw that the water trickled out of a great walnut.

"Good morning, walnut," cried Jack. "Why do you lie here and let the water trickle out?"

"It runs while I am waiting for you to come and get me," answered the walnut.

"Here I am at last," cried Jack. He took a little wad of moss and plugged up the hole in the shell. Then he put it in his bag and ran back to his brothers.

"Do you know where the brook comes from?" cried Peter when he saw him.

"Yes, it ran out of a little hole," said Jack.

v

At last they came to the king's palace. The oak was larger than ever, and the well was yet to be dug in the courtyard.

The king was out of patience. He said that those who tried and did not succeed should be sent out of the country.

Peter and Paul were not afraid. They were

sure that they could cut down the oak, though every one else failed.

First Peter tried and then Paul, but it was with them as with all who had tried before. The oak began to grow as soon as they began to chop. The king's men seized them and sent them out of the country.

Now it was Jack's turn to try. He took the ax out of his bag. "Chop, chop," he cried. The ax began to chop in all directions, right and left, up and down. The chips flew so fast that it wasn't long before the tree was in pieces.

Then he pulled out the spade and laid it on the spot where the well was to be dug.

"Dig away," he said. The spade began to dig and delve so fast that the rock flew about in splinters. It wasn't long before the well was a hundred feet deep.

When it was deep enough, he laid the walnut shell in the bottom of the well, and pulled out the plug of moss.

"Trickle and run," said Jack. So the water trickled and ran until the well was full.

Then the king gave Jack the princess and half the kingdom, for he had cut down the oak and dug the well.

But Peter and Paul knew nothing of Jack's good fortune. They still thought he was a foolish fellow to be always wondering and asking questions.

— EDOUARD LABOULAYE (*Adapted*).

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### WISE WORDS

A word fitly spoken is like apples of gold in pictures of silver.

Evil be to him who evil thinks.

Tell me the company you keep, and I'll tell you who you are.

Make use of the sun while it shines.

It is not enough to run, one must start in time.

Many hands make light work.

## WHERE GO THE BOATS?

Dark brown is the river,  
Golden is the sand.  
It flows along forever,  
With trees on either hand.

Green leaves a-floating,  
Castles of the foam,  
Boats of mine a-boating —  
Where will all come home?

On goes the river  
And out past the mill,  
Away down the valley,  
Away down the hill.

Away down the river,  
A hundred miles or more,  
Other little children  
Shall bring my boats ashore.

— ROBERT LOUIS STEVENSON.

*Phonic Drill.* — Review  
ous, bu, oup, or after w.

Sound words from Sec-  
tions 234, 236, 328, 331.

condition notice industriously  
mention inclose interested

## ROLLO'S GARDEN

### I

When Rollo's father gave him a piece of land for a garden, he promised to buy all the vegetables that Rollo raised.

He gave it to him on this condition: If the garden was not taken care of, Rollo would have three days' notice to put it in order. If he did not do it in this time, the garden would be taken from him.

Rollo dug and planted his garden. He put double rows of peas and beans all around to inclose it like a hedge. Then he had a row of corn, for he thought he should like some green corn to roast. He planted beets and cantaloupes. In one corner he planted some flower seeds.

Rollo took great pleasure in laying out and planting his garden, and in watching the seeds come up.

One evening, just before sunset, he took his father and mother out to see it.



**Rollo showing his Garden**

“You have done very well so far,” said his father, “but the trying time is yet to come.”

“Why, father?”

“Because hoeing and weeding must be done now to keep the garden in order. This is not such interesting work as planning and planting it. I wonder if you will have the patience to do this.”



## II

The trying time did come. In June and July Rollo became interested in play. He now found it hard work to take care of his garden.

At last his father told him that unless he put it in order within three days, it would be taken away from him.

Rollo worked a little the next morning, and the next day he did a little more.

Late that afternoon, Jonas, the gardener, saw him chasing butterflies. He asked Rollo if his work was all done.

"No," said he; "but I think I have more than half done. I can finish it early to-morrow."

"To-morrow?" said Jonas. "To-morrow is Sunday. You cannot work then."

"Is it?" said Rollo. "I didn't know that. What shall I do? Do you suppose that my father will count Sunday?"

"Yes," said Jonas, "I think he will. He said three days, without mention of Sunday."

Rollo ran for his hoe. He liked his garden, and did not want to lose it. But he knew that his father would take it from him if he did not keep it in order.

He hoed and pulled up weeds industriously. He worked until it was so dark that he could not see any longer. Then he sat down on the side of his little wheelbarrow, and burst into tears.

After a time he dried his eyes and went into the house. He hoped that his father would not count Sunday, and he begged his mother to let him sit up until his father came home so that he might ask him. He was so unhappy that she let him do so.

When his father came, he said, "Father, do you count Sunday as one of the three days?"

"No, my son," said his father; "I meant three working days."

Rollo clapped his hands and said, "I am so glad, father, for I shall have time enough to finish my work on Monday."

"Suppose you should be sick on Monday?"

"If I were sick, would you count it?"

"Certainly," said his father. "I shall count Monday."

Rollo went to bed thinking what a narrow escape he had had.

He felt sure that he could get his work done, for he did not think there was the least danger of his being sick on Monday.

### III

studied

anxious

pouring

recited

examine

quantity

Monday morning came. Rollo jumped out of bed, crying, "Well! I am not sick this morning."

Just then his ear caught the sound of rain. It was pouring.

"Oh, what shall I do?" said Rollo. "Why did I not finish my garden on Saturday?"

He dressed himself and went downstairs. He ate his breakfast and recited his lessons.

Rain, rain! There was no sign of stopping.

Rollo was very anxious and unhappy. He knew that his father would not give him another day, and that if he could not get the work done, he should lose his garden.

At last he asked if he might not go out and finish his weeding; he did not care, he said, if he did get wet.

"But it will spoil your clothes," said his father.

"Besides, you may take cold," said his mother.

Rollo turned away, with tears in his eyes, and went into the kitchen. He sat down on a bench and looked out toward the garden.

Jonas pitied him. "Rollo," said he, "you might find some old clothes in the garret. Perhaps it would not hurt to get them wet."

Rollo jumped up. "Let us go and see," he cried.

They went to the garret. There they found a quantity of old clothes. They carried some of them into the shed.



Rollo working in the Rain

Rollo's mother said that rain would not hurt these clothes, so Rollo put them on, took his hoe, and went out into the garden.

At first he thought it was good fun, but soon he grew very tired and uncomfortable.

The rain spattered in his face and leaked down the back of his neck. The ground was wet and slippery.

But Rollo did not give up. He raked off all

the weeds, and smoothed the ground over carefully. He knew that his father would examine it as soon as the storm was over.

Before dark the work was done. Rollo went into the house, changed his clothes, and sat by the fire.

He remembered this lesson. He kept his garden in order for the rest of the summer. His father did not have to give him notice again.

Rollo's vegetables grew well. He sold them all to his father, and in this way earned two dollars.

But that was not all that Rollo had from his garden. He learned how to stick to his work until it was done. That was worth more to him than money.

— JACOB ABBOTT (*Adapted*).

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If you have a task to do,  
Never leave it till it's through.  
Be the labor great or small,  
Do it well or not at all.

France	castle	ferry	keys
Scotland	dawned	guard	island

## LITTLE DOUGLAS

There was once a beautiful queen of Scotland whose name was Mary.

When she was a little girl, she lived in France. When she grew up, she married the prince of the country and was very happy.

But after a time the prince died. Queen Mary could not stay in France after that. She had to go back to rule over Scotland, the land she had left when she was a little girl.

She cried very sadly at the thought of leaving all her friends and going to a strange place where she did not know any one.

She sat on the deck of the ship all night long. She hoped that, when morning dawned, she might see the land she loved once more. But when the morning came, the ship had sailed so far that it could not be seen.

When Queen Mary came to Scotland, she found the people very unlike those she had left. They were not pleased with her because her ways were so different from theirs.

It was not long before they thought she was not a good queen for their country, and they shut her up in a strong castle.

This castle stood on a lonely little island in a lake. A stern keeper kept guard so that the queen could not get away. But some of the people loved the beautiful queen and tried to set her free.

One of these good friends was in the castle with her. He was her page. His name was Douglas, and he was fifteen years old. He was very sorry for the queen and tried to help her.

Every night Douglas had to lay the keys of the castle before the keeper as he sat at dinner.

One night he dropped a napkin over them as he placed a dish upon the table. When he lifted the napkin, he lifted the keys with it.





**Queen Mary escaping from the Castle**

The keeper did not notice that they were gone.

When everybody was asleep, Douglas unlocked the gates of the castle and the door to Queen Mary's tower.

She came out with her maid. They went quickly through the gates and stepped into the ferryboat that lay close by.

Then little Douglas locked the castle gates again, so that the people could not come out and follow them.

They rowed across the lake. Queen Mary herself used one of the oars. When they reached the middle of the lake, Douglas threw the keys into the water.

On the farther shore, some of Queen Mary's friends were waiting with horses. The queen mounted a swift horse and rode away.

Little Douglas had set her free.

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Never put off till to-morrow what you can do to-day.

*Phonic Drill.* — Teach  
ch = k. Review gn.

Sound words from Sec-  
tions 93, 135, 378, 380.

rejoice	insects	pudding
replied	silent	explained

## LOOKING-GLASS INSECTS

Alice was sitting under a tree. A gnat was on a twig just over her head, fanning her with its wings.

“You don’t like all insects?” the gnat asked quietly.

“I like them when they can talk,” Alice said.  
“None of them ever talk where I come from.”

“What sort of insects do you rejoice in where you come from?”

“I don’t rejoice in insects at all,” Alice explained, “because I’m afraid of them — at least the large ones. But I can tell you the names of some of them.”

“There’s the horse fly,” she began, counting off the names on her fingers.

“All right,” said the gnat. “Halfway up that bush you’ll see a rocking-horse fly, if you look.

It's made of wood, and gets about by swinging from branch to branch."

"What does it live on?" Alice asked.

"Sap and sawdust," said the gnat.

Alice looked at the rocking-horse fly. She made up her mind that it must have been just painted, it looked so bright and sticky. Then she went on. "And there's the dragon fly."

"Look on the branch above your head," said the gnat, "and there you'll find a snap-dragon fly. Its body is made of plum pudding, its wings of holly leaves, and its head is a raisin."

"And what does it live on?" Alice asked.

"Mince pie," the gnat replied; "and it makes its nest in a Christmas box."

"And then there's the butterfly," Alice went on, after she had taken a good look at the insect.

"Crawling at your feet," said the gnat, "you may see a bread-and-butter fly. Its wings are thin slices of bread and butter, its body is a crust, and its head is a lump of sugar."

“ And what does it live on ? ” asked Alice.

“ Weak tea with cream in it.”

“ Supposing it couldn’t find any ? ”

“ Then it would die, of course.”

After this Alice was silent for a minute or two.

When she looked up, there was nothing whatever to be seen on the twig. As she was getting quite chilly with sitting still so long, she got up and walked away.

— LEWIS CARROLL (*Adapted*).

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### SINGING

Of speckled eggs the birdie sings,  
And nests among the trees ;  
The sailor sings of ropes and things  
In ships upon the sea.

The children sing in far Japan,  
The children sing in Spain ;  
The organ with the organ man  
Is singing in the rain.

— ROBERT LOUIS STEVENSON.

bonny	aching	elsewhere
glisten	folk	sloping

## THE STARS IN THE SKY

## I

Once on a time there was a tiny lassie who wept every day to have the stars in the sky to play with. She wouldn't have this and she wouldn't have that; it was always the stars she wanted.

So one fine day, off she went to find them. She walked and she walked and she walked, until by and by she came to a mill-dam.

"Good evening," said she. "I'm seeking the stars in the sky to play with. Have you seen any?"

"Oh, yes, my bonny lassie," said the mill-dam. "They shine in my own face at night until I can't sleep. Jump in, and perhaps you'll find one."

She jumped in and swam about and swam about and swam about, but not one could she see. So she went on until she came to a brooklet.

"Good evening, brooklet," said she. "I'm seeking the stars in the sky to play with. Have you seen any?"

"Yes, indeed, my bonny lassie," said the brooklet. "They glisten on my banks at night. Paddle about, and maybe you'll find one."

So she paddled and she paddled and she paddled, but not one did she find. On she went until she came to the Good Folk.

"Good evening, Good Folk," said she. "I'm looking for the stars in the sky to play with. Have you seen any?"

"Why, yes, my bonny lassie," said the Good Folk. "They shine on the grass here at night. Dance with us, and maybe you'll find one."

She danced and she danced and she danced, but not one did she see. So down she sat; I suppose she wept.

"Oh, dearie me, oh, dearie me!" said she. "I've swam and I've paddled and I've danced. I fear I shall never find the stars in the sky."

## II

The Good Folk whispered together. Then one of them took her by the hand and said, "Go forward, go forward. Ask Four Feet to carry you to No Feet At All; tell No Feet At All to carry you to the stair without steps, and if you can climb that—"

"Oh, shall I be among the stars in the sky then?" cried the lassie.

"If you are not, then you'll be elsewhere," said the Good Folk, and they went to dancing again.

On she went now with a light heart, and by and by she came to a saddled horse tied to a tree.

"Good evening, Beast," said she. "I'm seeking the stars in the sky to play with. Will you give me a lift? All my bones are aching."

"No," said the horse; "I know nothing of the stars in the sky. I'm here to do the bidding of the Good Folk, and not my own will."

"Well," said she, "it's from the Good Folk I





**The Little Lass finds Four Feet**

come. They bade me tell Four Feet to carry me to No Feet At All."

"If that is so," said he, "jump up and ride with me."

So they rode and they rode and they rode, until they rode through the forest and found themselves at the edge of the sea.

On the water in front of them was a wide, glistening path. It ran straight out toward a beautiful thing that rose out of the water and went up into the sky. It was all the colors in the world, — blue, red, and green — wonderful to look at!

"Now get down," said the horse. "I've brought you to the end of the land, and that's as much as Four Feet can do. I must go home to my own folk."

"But," said the lassie, "where's No Feet At All, and where's the stair without steps?"

"I know not," said the horse. "That is not my business. Good-by, my bonnie lassie."

And off he went.

## III

The lassie stood still and looked at the water until a strange-looking fish came swimming up to her feet.

“Good evening, Big Fish,” said she. “I’m looking for the stars in the sky and for the stairs that climb up to them. Will you show me the way?”

“No,” said the fish; “I can’t unless you bring me word from the Good Folk.”

“I have word from them,” said she. “They said Four Feet would bring me to No Feet At All, and No Feet At All would carry me to the stairs without steps.”

“Ah, well,” said the fish, “that’s all right then. Get on my back and hold fast.”

Off he went—kerplash!—into the water. He swam along the silver path toward the bright arch. The nearer they came, the brighter it shone, until she had to shade her eyes from the light.

As soon as they came near, she saw it was a broad, bright road, sloping up into the sky. At

the far, far end of it she could see wee, shining things dancing about.

“Now,” said the fish, “here you are, and there is the stair. Climb up if you can, but hold fast. I think that you will find that the stair at home is easier than this way.”

And off he splashed through the water.

She climbed and she climbed, but not a step higher did she get. The light was before her and around her, and the water was behind her.

The more she struggled, the more she was forced down into the dark and the cold. The harder she climbed, the deeper she fell.

She climbed and she climbed. She grew dizzy in the light, she shivered with the cold, but still she climbed. At last, quite frightened, she forgot to hold fast. She let go, and sank down — down — down.

Bang she came on to the hard boards, and found herself sitting on the floor by the bedside at home all alone.

— JOSEPH JACOBS (*Abridged*).

*Phonic Drill.* — Review  
sion, ch = k.

Sound words from Sec-  
tions 252, 329, 330, 380.

decided customers jeweler

precious thousand dismounting

## DREAMS

“I have a hundred pieces of silver,” said Al-  
naschar. “What shall I do with them?”

At last he decided to lay them out in glassware.  
He put the glassware in an open basket and sat in  
the market place. While he was waiting for  
customers, he thought about the riches his glass-  
ware would bring him.

“This basket,” he said to himself, “cost me a  
hundred pieces of silver. I shall sell it for two  
hundred.

“With my two hundred pieces of silver I shall  
buy more glassware, which I shall sell for four  
hundred pieces.

“I shall keep on in this way until I have four  
thousand pieces of silver. With these I shall  
easily make eight or ten thousand pieces.

“When ten thousand pieces of silver are mine, I

shall leave off selling glass and turn jeweler. I shall trade in diamonds, pearls, and all sorts of precious stones.

“When I am as rich as I can wish, I shall build a fine mansion of marble. I shall have slaves, horses, and camels. Then I shall marry the princess.

“Yes, I shall put on my richest robes, and mount a fine horse with a saddle of gold and trappings of silver.

“I shall ride to the palace of the princess, followed by my slaves. When I alight from my horse at her door, all the people will make way and bow before me.”

Alnaschar was so full of these pleasant visions that he quite forgot where he was.

He thought that he was dismounting from his horse, and he gave his foot such a push that his glassware was broken into ten thousand pieces.

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— *Arabian Nights*.

Never count your chickens before they are hatched.



**Alnaschar's Dream**

### A RIDDLE

There is one that has a head without an  
eye,

And there's one that has an eye without a  
head :

You may find the answer if you try ;

And when all is said,

Half the answer hangs upon a thread.

— CHRISTINA G. ROSSETTI.

*Phonic Drill.* — Sound  
words from Sections 296,  
331, 347, 380.

timid	joyous	cobbler
eagerly	talked	companion

## HANS CHRISTIAN ANDERSEN

### I

Hans Christian Andersen was born far across the sea in the country of Denmark. His father was a poor cobbler.

Hans was a timid, lonely child. The other boys of the town laughed at him and teased him. He did not care to play with them.

His father was his friend and companion. Together they walked in the woods and fields that were near his home.

In these walks, his father taught him about the flowers and trees they saw. Hans listened eagerly to the wonderful stories he told.

Although the family was very poor, Hans had playthings, dolls, and toys in great number. They were all made by the kind father as he sat at his bench. With them Hans acted out the stories he had heard.

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In the dooryard of the house stood a single gooseberry bush. Beside this bush little Hans made a tent of one of his mother's old aprons. Here he sat for hours listening to the joyous songs of the birds, and thinking about his stories.

Sometimes he ran across the bridge close by the mill, into the meadows and pastures be-



Hans Christian Andersen

yond. These were wonderful places, so full of bushes that he could lose himself among them.

He spent many happy days here playing and watching the stork that stood gravely on one leg, or stalked across the swampy places in search of frogs and insects.

When Hans was older, he went to the city to find work. Poor boy! He had a hard time in the strange city, away from all that he loved. He was so poor that he lived in a little attic room in a narrow street, and he was often hungry and cold.

One evening he sat sad and lonely at his window. He was thinking of the kind friends at home, of the forest and the hills, of the meadows where he had watched the stork, and of the gooseberry bush beside the housedoor.

Tears came to his eyes. Just then he saw the kind round face of a good friend. It was the same old moon that had so often peeped at him as he lay in his little bed at home. It was looking at him now.

He kissed his hand to it over and over again. He watched for it every night. As he looked at it, he thought of beautiful stories. He said that the moon told them to him, and he wrote them down for boys and girls to read. .

Hans Christian Andersen lived to be an old man. He loved little children, and he was never so happy as when reading or telling them his stories.

## II

This is one of the stories that the moon told him : —

Yesterday I looked down upon a barnyard. There sat a clucking hen with eleven chickens, and a pretty little girl was running and jumping around them.

The hen was frightened and clucked and spread out her wings over the little brood. Then the girl's father came out and scolded her.

This evening I looked down into the same barnyard. Everything was quiet. But presently the little girl came out again. She crept quietly to the hen house, pushed back the bolt, and went in.

The hens and chickens cried out. They came fluttering down from their perches and ran about, and the little girl ran after them.

I saw it quite plainly, for I looked through a hole in the hen-house wall.

I thought the little girl was naughty and felt glad when her father came out and scolded her more than he did yesterday.

She held down her head, and her blue eyes were full of large tears.

“What are you about?” he asked.

She brushed away her tears and said, “I wanted to kiss the hen and beg her pardon for frightening her yesterday.”

Then the father kissed the child who had so kind a heart, and I kissed her on the mouth and eyes.

— HANS CHRISTIAN ANDERSEN (*Adapted*).

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The rain is raining all around;  
It falls on field and tree,  
It rains on the umbrellas here,  
And on the ships at sea.

— ROBERT LOUIS STEVENSON.

*Phonic Drill.* — Review  
ch = k, ous, gu.

Sound words from Sec-  
tions 61, 169, 331, 377.

afford	grumbled	language
polite	generous	prospered

## THE GENEROUS ARE RICH

## I

“Husband,” said the wife of a rich farmer at Christmas, “are you going to put out a sheaf of wheat for the sparrows?”

“No,” said the man.

“Why not? We have done it always, and it has brought us good luck.”

“I cannot afford it this time,” grumbled the farmer.

“Our poor neighbor has one out,” said the wife.

“Well, he may do as he likes; but I have a family to feed. I cannot throw away God’s gifts on birds.”

In the rich man’s house they made ready for a great Christmas feast. Outside the sparrows were flying hungrily.



The Sparrows' Sheaf of Wheat

In the poor farmer's house there was no money to spend for Christmas; but the sparrows were flying happily round the sheaf of wheat. The children liked to watch their little footprints in the snow, and to hear their twitter on the roof.

"We ought to have kept that wheat for the children's Christmas bread," sighed the farmer's wife.

"Have you forgotten that the generous are

rich?" said her husband. "Besides, I have saved enough money to buy four new loaves and a can of milk. The children can take their sled and cross over the lake to the village. They will have time to get back before dark."

"They might meet wolves on the ice," said the mother.

"I will give Daniel a big stick, and he can beat them off," said the father.

## II

So Daniel and Anna went to the village to buy the bread and milk. On the way home their sled was so heavy that they could drag it but slowly. A snowstorm came on and drifted all about them. They could scarcely see.

Suddenly they heard a howl and saw something black on the snow.

When Daniel saw that it was a wolf, he grasped his big stick; but the wolf did not try to hurt them. He stood a little way off and howled so that the children seemed to understand him.

"It is cold," he said, "and my little ones are starving. Be generous and give me some bread."

"Well," said Anna, "we will give you our two loaves. We can eat stale bread, but father and mother must have their Christmas loaves."

The wolf thanked them and ran away with the loaves.

Again the children heard a noise behind them. They turned and saw a bear growling something in his language. It was hard to understand, but they thought he said something like this, "All the water is frozen and my cubs have nothing to drink. Be generous and give me some milk."

"You ought to be asleep in your den like the other bears," said Daniel. "But we will give you our share of the milk. Anna and I can drink water."

The bear held out a little pail of birchbark. When it was filled, he trotted away in the darkness.

Just as the children saw the lights in their own





**The Bear asking for Milk**

cottage, a great owl flew up to them. He tried to scratch them with his claws.

"I want bread and milk! I want bread and milk!" he screeched.

"I will teach you to be polite," said Daniel, and he struck the owl with his stick and sent him away screeching.

### III

When the children reached home and were shaking the snow from their clothes, Anna said, "We have fed a wolf."

"And we gave a bear some milk," said Daniel.

"But the owl got the stick because he was rude!" said Anna.

Then they all sat down to their supper and they shared what was left of the bread and milk. As they were eating, they heard a scratching on the window pane. There stood the wolf and the bear with their forepaws against the glass, nodding most wisely. Behind them, in the darkness, the owl was flying and screeching:

“ A whipping — ohoo !

Makes me wise — ohoo ! ohoo ! ohoo ! ”

After that there was always enough bread and milk in the poor farmer's house. Year after year his crops grew and brought him more grain than any other farmer in the neighborhood.

The rich farmer grew poorer and poorer. “ We give away too much,” said he to his wife. “ Drive away the beggars.” But his barns remained empty.

“ We eat too much,” said he. “ Let us have only two meals a day.” He grew no richer than before.

Then he told his wife to go and ask his poor neighbor how he had prospered so well. When he had heard the story, he said,

“ Wife, there's a sheaf of wheat in the barn. Let us save that for the sparrows next Christmas and begin again.”

— ZACHRIS TOPELIUS, *translated and adapted by Maria Sandahl*

*Phonic Drill.* — Sound  
words from Sections 343,  
358.

threshing	dived	crackling
jostled	dawn	listened

## HOW THE GRAY HARE SPENT THE NIGHT

When night came, the gray hare pricked up one ear and listened. He pricked up the other ear, moved his whiskers, sniffed, and sat down on his hind legs.

Then he took a leap or two over the deep snow and again sat down on his hind legs and looked about him.

The hare had to cross the road in order to reach a threshing floor. He stopped near the road.

Men were walking beside their sleighs, and the collars of their coats were raised. The horses jostled under their harness and dived in and out of snowdrifts.

When the sleighs passed by, the hare leaped across the road and softly went toward the threshing floor.



A Dog saw the Hare

A dog saw him. He began to bark and darted after. The hare leaped over the snowdrifts, but the dog stuck fast in the snow and stopped the chase.

On the way the hare met two other hares. They were feeding and playing.

He played a while with these hares, dug away the frosty snow with them, ate the wintergreen they had uncovered, and went on his way.

In the village everything was quiet. The fires were out. All one could hear was a baby's cry and the crackling of the frost in the forest trees.

On the threshing floor the hare found more companions. He played with them a while, ate some oats that he found scattered about, and set out for home.

The dawn was coming. The people in the village were awake. Women carried water, men brought feed from the barn, children shouted and cried. Carts began to go down the road and men talked aloud to each other.

The hare leaped across the road, and went to his sleeping place. He dug away the snow a little, dropped his ears on his back and fell asleep.

— COUNT LEO TOLSTOY (*Adapted*).

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To do to others as I would

That they should do to me,

Will make me honest, kind, and good,

As children ought to be.

## QUEEN MAB

A little fairy comes at night,  
Her eyes are blue, her hair is brown,  
With silver spots upon her wings,  
And from the moon she flutters down.

She has a little silver wand ;  
And when a good child goes to bed,  
She waves her wand from right to left  
And makes a circle round its head.

And then it dreams of pleasant things,  
Of fountains filled with fairy fish,  
And trees that bear delicious fruit,  
And bow their branches at a wish.

And talking birds with gifted tongues  
For singing songs and telling tales,  
And pretty dwarfs to show the way  
Through fairy hills and fairy dales.

—THOMAS HOOD.

statue	Italy	sculptor	ornament
carved	chisel	modeled	guest

### THE LION MADE OF BUTTER

Long ago there lived in Italy a little boy named Antonio Canova. His grandfather was a stone cutter, and Antonio used to play with the chips of stone and marble in the yard. Sometimes he took clay and modeled it into all kinds of little figures.

Sometimes his grandfather gave him hammer and chisel and let him try to make statues. He was so good at this work that his grandfather thought he might become a great sculptor.

One day a rich nobleman in the town had visitors at his castle. Little Antonio happened to be in the kitchen watching the servants prepare for the feast.

Suddenly there was a crash in the dining room. One of the servants rushed into the kitchen with a frightened face.



“What shall I do?” he cried. “I have broken the marble statue that was to stand on the table. My master will be very angry.”

The other servants were very sorry for him, but they could not think of anything to say.

Little Antonio thought he could help. He said, “Here is a beautiful big lump of butter on the table. I think I could make that into a statue. Will you let me try?”

The servants did not know what else to do, so they said, “Well, we must have an ornament for the table. Let us see what you can make.”

He took a kitchen knife and began to carve the butter into the form of a lion.

When it was finished, the servants placed it on the dinner table. They all said that it was much more beautiful than the statue that had been broken.

The master and his friends noticed it the moment they came into the room.

“Surely,” said one of the guests, “no one but

a great artist could have carved that lion. But how odd that he should have made it of butter! Who is he?"

"I do not know," said the master. He asked his servant where he had found the wonderful statue.

"It was carved by a little boy in the kitchen," said the man.

Then they sent for Antonio, and asked him who he was and who had taught him.

"Nobody," he said, "except my grandfather, the stone cutter."

Then the master made the little sculptor sit down at the table with his guests, and feast with them. The next day, he sent for him to come and live at the castle and learn of the best teachers in the land how to make statues. He became one of the great sculptors of the world. The beautiful statues he made can be seen still in Italy.

## A DEWDROP

Little drop of dew,  
Like a gem you are;  
I believe that you  
Must have been a star.

When the day is bright,  
On the grass you lie;  
Tell me then, at night  
Are you in the sky?

—FRANK DEMPSTER SHERMAN.

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How doth the little busy bee  
Improve each shining hour,  
And gather honey all the day  
From every opening flower!

How skillfully she builds her cell!  
How neat she spreads the wax!  
And labors hard to store it well  
With the sweet food she makes.

—ISAAC WATTS.

## FAR IN THE WOODS IN MAY

Far in the woods, the fresh green woods in May,  
Once sang a bird; but all it found to say  
Was "Keep it! keep it!" all the merry day.

The bird? I never saw it, no, not I!  
I followed, but it flitted far on high;  
And "Keep it! keep it!" — Echo caught the cry.

I was so glad as through the woods I went!  
And now I think that "Keep it! keep it!" meant,  
"Child, keep each happy thought that Heaven has  
sent."

— EDITH M. THOMAS.

## WORD LIST SECTIONS

All the sections of the Word List referred to in the Phonic Drills of the Reader are given below. The drill page of the *Manual* upon which the phonic fact illustrated is developed is also given. For use in those schools where study of the dictionary is begun, diacritical marks are shown. Webster's *New International Dictionary* is the authority used.

### *The sound of Short i (i).* Sec. 169

Drill pages in the *Manuals*: Old, page 52; New, Lesson 23

fist	mist	twist	wrist	wistful
list	grist	whist	schist	hist
cistern	Bristol	mistress	sister	
distant	distance	mistake	vista	
distress	history	pristine		

### *The sound of Long o (ō).* Sec. 192

Drill pages in the *Manuals*: Old, pages 67-69; New, pages 89-91

both	loth	clothe	clothing	
Sec. 221				
roll	toll	knoll	scroll	Rollo
boll	poll	droll	troll	

### *The sound of Short e (ē).* Sec. 93

Drill pages in the *Manuals*: Old, page 69; New, Lesson 35

affect	direct	effect	object	suspect
collect	deflect	expect	perfect	respect
correct	elect	infect	select	lecture
detect	erect	insect	subject	rectangle

*The sound of Short u (û).* Sec. 112Drill pages in the *Manuals*: Old, page 70; New, Lesson 38

chump	jump	plump	trump	gumption
clump	lump	slump	crumpet	pumpkin
dump	mumps	stump	trumpet	
hump	pump	thump	sumpter	
	crumple	rumple		

## Sec. 230

culture	consult	insult	vulture	adult	exult
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*The sound of oo (öö).* Sec. 242Drill pages in the *Manuals*: Old, page 75; New, Lesson 42

good	book	rook	nook	wool
hood	cook	took	shook	woolen
stood	hook	brook	foot	wooden
wood	look	crook	soot	Woodega

*The sound of oo (öo).* Sec. 243

too	spool	coon	droop	coot
coo	stool	croon	scoop	hoot
goo	school	loon	sloop	root
food	boom	moon	stoop	scoot
mood	doom	noon	swoop	Moot
rood	loom	soon	troop	toot
brood	room	spoon	whoop	aloof
hoof	broom	swoon	choose	balloon
roof	bloom	coop	loose	schooner
cool	gloom	Goop	moose	cooper
fool	groom	hoop	noose	goose
	boon	loop	boot	tool

*The sounds of ow and ou.* Sec. 231Drill pages in the *Manuals*: Old, pages 73, 76; New, Lesson 43

bow	plow	brown	browse	brownie
cow	prow	drown	crowd	coward
how	scow	frown	bower	cowslip
now	trow	fowl	flower	downy
row	down	growl	power	drowsy
sow	gown	howl	powder	chow-chow
vow	town	scowl	shower	bow-bow
brow	clown	towel	tower	Howland
meow	crown	vowel	chowder	

## Sec. 233

our	scout	cloud	mound	arouse
out	shout	proud	pound	thousand
hour	snout	loud	round	blouse
sour	spout	louder	sound	house
flour	sprout	abound	wound	mouse
scour	stout	bound	count	crouch
about	trout	found	counter	pounce
gout	mouth	ground	fountain	bough
pout	south	hound	mountain	plough
foul	souse	vouch	slouch	slough

*Ou like oo.* Sec. 234

you	group	wound	cougar	through
your	croup	sou	bouquet	Louisa
soup	troupe	Louis	courier	cantaloupe

*Final ed.* Sec. 351Drill pages in the *Manuals*: Old, pages 75, 90; New, Lessons 44, 45

(a) landed	blinded	planted	hinted	blasted
banded	minded	dented	fronted	lasted
mended	bonded	rented	stunted	jested
blended	granted	glinted	shunted	tested

(b)	fisted	dusted	hefted	scalded	salted
	misted	trusted	lifted	welded	maltd
	frosted	grafted	shifted	gilded	belted
	posted	wafted	tufted	folded	felted
(c)	bolted	clouded	fainted	sighted	floated
	molted	sounded	weighted	treated	carted
	pouted	feasted	freighted	heated	darted
	sprouted	baited	righted	toasted	thirsted
(d)	jointed	suited	acted	attracted	effected
	hoisted	fruited	respected	corrected	exacted
	yielded	sorted	restricted	erected	vaulted
	shielded	blurted	selected	rewarded	conducted

*Ed added after any consonant, no change in primitive word.*

**Sec. 352**

(a)	crashed	dished	packed	tricked	clucked
	smashed	wished	tacked	clicked	ducked
	meshed	pushed	pecked	clocked	thanked
	threshed	crushed	decked	rocked	spanked
(b)	winked	limped	watched	botched	grassed
	linked	crimped	hatched	branched	blessed
	bunked	romped	etched	pinched	mixed
	stamped	pumped	switched	lunched	boxed
(c)	buzzed	frothed	balled	thrilled	pulled
	lathed	chaffed	called	skilled	mulled
	writhed	scoffed	felled	lollod	crowed
	whiffed	stuffed	smelled	tollod	snowed
(d)	grouped	boiled	looked	played	failed
	crouped	soiled	booked	stayed	sighed
	enjoyed	coined	groomed	strayed	clawed
	destroyed	joined	loomed	bailed	talked



(e) roared	parched	reined	weighed	numbed
chewed	marched	veined	neighed	thumbed
feared	covered	warmed	laughed	clasped
reared	colored	warned	touched	grasped

*Short Italian a (â).* Sec. 102Drill pages in the *Manuals*: Old, page 76; New, Lesson 46

ask	cask	mask	task	flask	basket
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## Sec. 128

Blanche	blanch	branch	cranch	stanch
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## Sec. 130

lance	chance	dance	glance	prance	trance
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## Sec. 140

bass	glass	lass	pass
class	grass	mass	brass

## Sec. 157

ant	chant	grant	pant	slant
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## Sec. 165

blast	last	past	caster	cast
fast	mast	vast	pasture	
	master	pastor	plaster	

## Sec. 174

asp	clasp	gasp	grasp	hasp	rasp
		Casper	jasper		

## Sec. 179

after	daft	graft	raft	Taft
craft	draft	haft	shaft	waft

## Sec. 184

bath	lath	path
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## Sec. 196

chaff	quaff	staff	giraffe
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*The sound of Long o (ō).* Sec. 284Drill pages in the *Manuals*: Old, page 77; New, Lesson 48

ore	torn	sport	sword	report
bore	Ora	score	forth	Flora
core	wore	shore	store	glorious
sore	more	fort	before	oriole
tqre	chore	port	implore	memorial
shorn	pork	porch	borne	Portland

*The sound of Long i (i).* Sec. 61Drill pages in the *Manuals*: Old, page 78; New, Lesson 48

bite	rite	spite	white	invite
cite	site	sprite	write	polite
quite	mite	trite	smite	excite

## Sec. 318

Drill pages in the *Manuals*: Old, pages 78, 80; New, Lessons 48, 52

div	alive	shrive	wives	contrive
five	chives	strive	arrive	derive
hive	drive	thrive	lively	revive
I've	knives			

**X like ks.** Sec. 323Drill pages in the *Manuals*: Old, page 79; New, Lesson 49

lax	axe	Faxon	flaxen
Max	flax	Saxon	Fairfax
tax	Caxton	Paxton	beeswax

## Sec. 324

sex	exchange	excel	hexagon	explore
vex	expanse	express	lexicon	explode
next	explain	expect	extreme	extort
exit	expel	expense	excite	exploit
extra	extend	expert	exile	export
expand	excess	sexton	exercise	excuse
extract	except	perplex	extinct	extrude

## Sec. 326

Dix	mix	sixth	sixteen
fix	six	sixty	

## Sec. 327

box	pox	oxen	Oxford	foxglove
Cox	Knox	moxie	Fox-lox	

**X like gz (x̄).** Sec. 325

exalt	exactly	exhaust	exert	exude
exactor	example	exempt	exist	exult
examine	exertion	exhibit	exhort	exact

*The sound of oy and oi.* Sec. 239Drill pages in the *Manuals*: Old, page 82; New, Lesson 50

boy	Moy	Troy	enjoy	destroy
coy	toy	Joyce	loyal	employ
Roy	cloy	sloyd	royal	oyster
joy	Floy	ahoy	annoy	voyage

## Sec. 240

oil	toil	loin	noise	rejoice
boil	voile	joint	poise	exploit
coil	broil	point	voice	ancient
foil	spoil	choice	avoid	ointment
soil	coin	moist	poison	Illinois

## Sec. 241

tortoise

Bowdoin

*The o sound of ow.* Sec. 232Drill pages in the *Manuals*: Old, page 82; New, Lesson 51

bow	grow	flown	hallow	lower
low	know	grown	tallow	mower
mow	show	known	hollow	minnow
row	slow	mown	pillow	shadow

sow	snow	bowl	willow	window
tow	stow	growth	borrow	rainbow
blow	throw	bellow	arrow	snowy
crow	owe	fellow	harrow	toward
flow	own	yellow	marrow	Bowdoin
glow	blown	fallow	narrow	Knowles

*The sound of Long Italian a (ä).* Sec. 265

Drill pages in the *Manuals* : Old, page 83 ; New, Lesson 53

aunt	gaunt	craunch	laughter
daunt	jaunt	launch	laundry
flaunt	taunt	saunter	

Sec. 272

bar	guard	arm	tart	charcoal
car	hard	charm	starve	scarlet
far	lard	farm	artist	feldspar
gar	yard	harm	cargo	Margaret
jar	scarf	barn	Carlo	sparkle
mar	large	darn	army	barley
scar	ark	harp	parlor	Charlie
spar	bark	sharp	harbor	harness
star	Clark	parse	farmer	sharpen
tar	dark	harsh	partner	Mozart
barb	hark	marsh	marble	particle
garb	lark	art	garden	Arthur
farce	park	cart	hardest	farther
arch	shark	chart	pardon	harvest
larch	spark	dart	target	tardy
march	Carl	hart	market	Asgard
bard	marl	part	carpet	Barbara
card	snarl	start	martin	Haru

*The vowel sounds in er, ir, or, ur (ē).* Sec. 276Drill pages in the *Manuals*: Old, page 83; New, Lesson 53

pert	serve	Bernard	kernel	servants
clerk	ferns	German	merchants	dessert
perch	verse	herding	person	were

## Sec. 277

alder	chamber	finger	flower	under
aster	water	cipher	grocer	carrier
caper	iceberg	hither	monster	together
paper	eager	river	other	yesterday
taper	ever	shiver	over	cylinder
father	never	sister	powder	different
falter	shelter	silver	power	remember
gander	whether	spider	shower	carpenter
gather	feather	whither	wonder	December
farther	leather	winter	yonder	September
lantern	leader	cover	jumper	November

## Sec. 281. (i)

bird	flirt	first	third	thirteen
chirp	shirt	girl	thirst	birthday
dirt	skirt	stir	whirl	squirrel

## Sec. 283. (ō)

or	storm	Morse	fortune	orchard
nor	born	George	fortress	normal
cord	corn	sort	orders	mortar
lord	horn	short	organ	forward
cork	morn	snort	acorn	Norway
fork	scorn	north	corner	California
York	thorn	scorch	forty	ornaments
stork	worn	torch	mortal	Norsemen
form	horse	forlorn	Concord	tortoise

## Sec. 287. (ä)

cur	churn	purl	furnish	surface
blur	curl	spur	further	Turkey
burn	fur	surf	murmur	Thursday
burr	hurt	Arthur	purple	Saturday
burst	nurse	burden	purpose	surprise
burnt	purse	curtain	pursue	urchin
church	purr	disturb	sturdy	return

*The vowel sounds in are and ere (â).* Sec. 275Drill pages in the *Manuals* : Old, page 83; New, Lesson 54

bare	mare	snare	square	careful
care	pare	spare	hare	
dare	rare	tare	stare	
fare	share	ware	scare	

## Sec. 279. (ē)

here	mere	sere	sphere	cere
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## Sec. 280. (ē)

ere	there	where
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*O like Short u (ô).* Sec. 31Drill pages in the *Manuals* : Old, page 85; New, Lesson 59

come	become	compass	stomach	company
some	blossom	kingdom	wisdom	

## Sec. 53

son	done	lemon	melon	Ericsson
ton	month	Leon	Monday	Marion
won	cannon	lion	money	apron
once	heron	Lisbon	ribbon	onion
none	honey	London	talons	wagon

**Sec. 79**

seconds	diamonds		
wonderful	wonder	Monday	London

**Sec. 100**

monk	monkey
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**Sec. 118**

among	mongrel	tongue
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**Sec. 163**

front	wont
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**Sec. 172**

dost
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**Sec. 193**

doth	other	brother	another
nothing	mother	smother	

**Sec. 322**

above	love	cover	hover	shove
dove	oven	lover	plover	shovel
glove	sloven	covert	Glover	govern

***A short vowel before double consonants.* Sec. 290**

Drill pages in the *Manuals*: Old, page 85; New, Lesson 60

babble	daddle	haggle	battle
dabble	paddle	straggle	Brattle
drabble	saddle	waggle	cattle
gabble	straddle	apple	prattle
rabble	baffle	dapple	rattle
scrabble	raffle	grapple	tattle
addle	draggle	dazzle	

## Sec. 291

able	gable	table	maple
cable	sable	cradle	staple
fable	stable	ladle	

## Sec. 292

pebble	meddle	embezzle	mettle	settle
heddle	peddle	kettle	nettle	

## Sec. 294

dribble	griddle	higgle	stipple	frizzle
nibble	middle	jiggle	Whipple	fizzle
scribble	riddle	wriggle	brittle	grizzle
quibble	twiddle	cripple	little	
diddle	whiffle	nipple	spittle	
fiddle	giggle	ripple	whittle	

## Sec. 295

idle	bridle	sidle	rifle	title	Bible
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## Sec. 296

gobble	noddle	goggle	bottle	throttle
hobble	toddle	stopple	Cottle	nozzle
coddle	boggle	topple	mottle	cobble

## Sec. 297

noble	ogle
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## Sec. 298

bubble	muddle	shuffle	struggle	muzzle
rubble	puddle	juggle	cuttle	puzzle
stubble	muffle	Ruggles	scuttle	
cuddle	ruffle	smuggle	shuttle	
huddle	scuffle	snuggle	Tuttle	

## Sec. 299

bugle



## Sec. 370

cabbage	gallop	Hannah	arrow	harrow
rabbits	hallow	appear	arrives	marrow
tobacco	Anna	happen	barrel	narrow
gladdest	Annie	happy	carry	sparrow
daffodil	cannon	happily	Harry	tassel
allow	Fanny	happiest	carriage	attic
balloon	Fannie	pappoose	carrot	attract
effect	mellow	Jennie	cherry	Betty
bellow	yellow	penny	cherries	rosette
Ella	Jessie	pennies	errand	Freddie
hello	jelly	berry	merry	umbrella
fellow	Kettu	berries	merrily	beginning
ribbon	Billy	silly	Jimmie	kitty
hidden	hilltop	village	dinner	kitten
difference	million	Willie	Minnie	mitten
biggest	pillar	willow	minnow	Sikku
Dobbin	collect	follow	trolley	sorry
Robbie	collar	hollow	bonnet	across
office	dollar	jolly	sonnet	Flossie
doggie	dollie	Polly	Johnny.	moccasin
succeed	muffet	funny	butter	furry
cuddled	summer	puppy	mutter	buzzed
muddy	cunning	russet	hurried	
sudden	sunny	button	hurry	

*Ing added, no change in the primitive word.* Sec. 350

Drill pages in the *Manuals*: Old, page 69, New, Lesson 36

handing	grinding	funding	threshing	crushing
standing	blinding	crashing	meshing	rushing
mending	winding	smashing	fishing	tacking
bending	bonding	lashing	wishing	tracking

**Er added, no change in the primitive word. Sec. 353**Drill pages in the *Manuals*: Old, page 83; New, Lesson 53

grander	kinder	dasher	fresher	cracker
blender	blinder	lasher	thresher	packer
mender	fonder	fisher	blusher	checker
fender	washer	wisher	crusher	pecker

**Ing added, final consonant of primitive word doubled. Sec. 354**Drill pages in the *Manuals*: Old, pages 86, 92; New, Lessons 60, 64

crabbing	cribbing	rubbing	wadding	bidding
grabbing	robbing	drubbing	bedding	sodding
webbing	mobbing	clubbing	wedding	plodding
ribbing	sobbing	padding	ridding	nodding

**Ed added, final consonant of primitive word doubled. Sec. 355**

added	wedded	nodded	budded	fatted
padded	shredded	sodded	scudded	matted
wadded	sledded	plodded	studded	patted
bedded	podded	prodded	batted	chatted

**Er added, final consonant of primitive word doubled. Sec. 356**

grabber	rubber	madder	shredder	scudder
fibber	grubber	padder	bidder	rammer
robber	scrubber	gladder	sodder	shammer
sobber	sadder	redder	plodder	swabber

**Ing added, final e of primitive dropped. Sec. 357**Drill pages in the *Manuals*: Old, page 91; New, Lesson 63

bribing	tubing	shading	riding	sliding
probing	fading	spading	siding	striding
robing	wading	trading	chiding	abiding
cubing	grading	hiding	gliding	deciding

**Ed added, final e of primitive dropped. Sec. 358**

faded	spaded	glided	mated	grated
waded	traded	prided	rated	crated
bladed	ceded	boded	hated	plated
graded	sided	dated	prated	skated
shaded	chided	fated	slated	

**Er added, final e of primitive dropped. Sec. 359**

briber	spader	wider	framer	comer
piper	trader	slider	schemer	fumer
wader	hider	gamer	timer	draper
grader	rider	namer	miner	shaper

See Word List in the *Manual*, Sections 350-359, for extended list of derivatives.

**Long vowel before one consonant. Sec. 371**

Drill pages in the *Manuals*: Old, page, 91; New, Lesson 64

fatal	vacant	cedar	omen	stupid
halo	elect	final	oral	pupil
label	era	idol	polar	tuber
naval	erect	mica	total	unit
naked	evil	pilot	potent	cubit
natal	arena	rival	stolen	lucid
pagan	regal	vital	hotel	mucus
favor	erase	polite	token	lurid
Lena	Juno	Susan	Thetis	Peleus
Eliza	Venus	Iris	Chiron	Trojan

**The sound of initial y. Sec. 367**

Drill pages in the *Manuals*: Old, page 89; New, Lesson 61

yam	yarn	year	yell	youth
yap	yacht	yield	yoke	young
yank	yawn	yet	yew	yellow
yard	yeast	yes	Yule	yonder

**A like Short o, after w and qu (a). Sec. 347**Drill pages in the *Manuals*: Old, page 89; New, Lesson 62

wad	wand	wallet	wanton	swallow
wast	what	wallow	swab	swaddle
wash	wasp	waffle	swap	
watch	wabble	twaddle	swan	
wan	waddle	wander	swamp	

**Sec. 348**

squab	squash	squander	quantity	quarry
squad	squabble	quandary	quarrel	quadrant

**Equivalents of a (ay). Sec. 345**Drill pages in the *Manuals*: Old, page 93; New, Lesson 67

bay	lay	way	play	spray
day	may	bray	pray	Hayes
fay	nay	clay	slay	always
gray	pay	dray	stay	crayon
hay	ray	fray	sway	display
jay	say	gray	tray	Lafayette

**Sec. 346. (ai)**

braid	pail	lain	hair	daily
laid	quail	main	strait	gaily
maid	sail	plain	wait	sailor
paid	snail	rain	air	maiden
raid	tail	chain	chair	complain
staid	trail	Spain	fair	complaint
ail	vail	sprain	hair	explain
fail	wail	stain	lair	dainty
flail	Rain	strain	pair	gaiter
frail	brain	train	stair	fairy
graill	Cain	twain	wain	fancies

hail	chain	vain	maize	prairies
jail	drain	faint	praise	daisy
mail	grain	paint	raise	daisies
nail	gain	quaint	straight	raisin
rail	pain	saint	afraid	entertain

## Sec. 247. (ey)

Bey	hey	prey	Frey
they	whey	obey	

## Sec. 249. (eigh)

eight	neigh	weigh	freight	eighteen
	sleigh	weight	eighty	neighbor

## Sec. 250. (ei)

skein	vein	deign	veil	reindeer	rein
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## Sec. 256. (ea like ā)

break	great	steak
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## Sec. 257. (ea like â)

swear	bear	pear	tear	wear
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*Equivalents of e.* Sec. 254. (ea)

Drill pages in the *Manuals*: Old, page 93; New, Lesson 68

beach	leaf	heap	crease	treat
peach	sheaf	leap	grease	wheat
reach	deal	neap	ease	breathe
teach	leal	reap	pease	sheathe
bleach	meal	cheap	please	sheath
preach	peal	beard	tease	wreath
bead	seal	ear	beast	eaves
lead	Teal	dear	east	leave
mead	squeal	fear	feast	sheaves
read	beam	gear	yeast	weave
plead	cream	hear	least	beaver

beak	dream	Lear	sea	beneath
leak	gleam	near	heat	eaten
peak	scream	rear	meat	creature
teak	steam	tear	neat	season
weak	stream	year	peat	reason
bleak	bean	clear	seat	disease
creak	dean	drear	bleat	nearly
sneak	Jean	shear	cheat	dearest
speak	mean	smear	cleat	appear
squeak	clean	spear	pleat	teapot
streak	glean	lease	beat	steamer

## Sec. 255. (ea like ě)

dead	death	ready	heaven	pleasant
head	health	steady	heavy	pleasantest
lead	breast	instead	measure	dreadful
read	breath	feather	pleasure	meadow
bread	thread	leather	treasure	breakfast
spread	healthy	weather	wealthy	redbreast

## Sec. 251. (ei)

seized	ceiling	either	receipts
receive	deceive	neither	seize

## Sec. 252. (ie)

brief	shield	piece	priest	relief
chief	yield	shriek	grief	believe
thief	niece	fierce	belief	field

*Equivalents of i.* Sec. 253 (igh)Drill pages in the *Manuals*: Old, page 93; New, Lesson 69

sigh	might	tight	fright	highest
nigh	night	blight	knight	almighty
fight	right	bright	plight	brighter
light	sight	flight	slight	sprightly

*Short words ending in y.* Sec. 365

by	my	spy	why	July
cry	shy	sly	pry	reply
dry	sky	spry	Bly	deny
fly	sty	try	buy	firefly
fry				

*Longer words ending in y.* Sec. 366

(a)	baby	shabby	Libby	Toby	lobby
	tabby	flabby	Trilby	hobby	ruby
(b)	fancy	mercy	Lucy	agency	vacancy
	racy	fleecy	juicy	piracy	secrecy
	saucy	icy	policy	infancy	currency
(c)	shady	sandy	greedy	tidy	woody
	lady	hardy	eddy	giddy	sturdy
	caddy	tardy	remedy	body	cloudy
	handy	needy	ready	shoddy	muddy
	candy	weedy	steady	melody	
(d)	shaggy	Peggy	piggy	foggy	buggy
(e)	clergy	apology	geology	zoölogy	astrology
	energy	doxology	theology	prodigy	mythology
	effigy	analogy	biology	liturgy	mineralogy
(f)	safely	jelly	really	lightly	truly
	scaly	cheerily	pearly	tightly	ugly
	gayly	merrily	Billy	dolly	lustily
	bravely	presently	chilly	jolly	suddenly
	gravely	extremely	silly	Polly	curly
	family	sweetly	lily	holy	fully
	happily	terribly	quickly	homely	busily
	shapely	dearly	swiftly	lonely	roughly
	strangely	easily	friendly	lovely	slowly
	hardily	early	strictly	only	proudly

	falsely	earnestly	quietly	woolly	patiently
	sharply	cheaply	kindly	softly	cheerfully
	freely	heavenly	brightly	cruelly	beautifully
	gently	nearly	tightly	surely	wonderfully
(g)	Amy	dreamy	slimy	gloomy	stormy
	creamy	enemy	grimy	Tommy	gummy
(h)	any	Anthony	blenny	whinny	company
	many	brawny	colony	Johnny	sunny
	canny	rainy	tiny	pony	funny
	Nanny	penny	shiny	stony	bunny
	Fanny	weeny	finny	downy	
(i)	happy	sleepy	crispy	poppy	puppy
	nappy	creepy	copy	sloppy	croupy
(j)	carry	ferry	library	flurry	bakery
	marry	merry	victory	furry	silvery
	Harry	cherry	history	every	powdery
	starry	cheery	hickory	grocery	angry
	Mary	memory	ivory	nursery	pantry
	dairy	February	worry	fairly	country
	factory	Henry	story	airy	wintry
	canary	weary	glory	cheery	hungry
	cavalry	mulberry	sorry	very	sultry
	berry	primary	hurry	dreary	fiery
(k)	lazy	hazy	breezy	dizzy	bronzy
	crazy	mazy	frenzy	cozy	fuzzy
(l)	dainty	pretty	Betty	pity	thirty
	safety	beauty	seventy	dirty	frosty
	party	empty	eternity	kitty	forty
	cavity	twenty	heartly	mighty	duty
	charity	plenty	city	sixty	liberty
(m)	gravy	wavy	bevy	levy	dewy
	navy	envy	heavy	ivy	



(n) tansy	palsy	greasy	rosy	clumsy
pansy	easy	quinsy	prosy	gypsy
daisy	phrensy	flimsy	drowsy	
(o) money	jockey	hackney	Kersey	monkey
honey	abbey	Jersey	journey	donkey

*Equivalents of o (oa).* Sec. 260Drill pages in the *Manuals*: Old, page 93; New, Lesson 70

load	soak	moan	roast	oats
road	coal	soap	toast	throat
toad	goal	Hoar	boat	loaves
loaf	shoal	roar	coat	coax
cloak	foam	soar	Choate	cocoa
croak	loam	coarse	float	aboard
oak	roam	hoarse	goat	afloat

## Sec. 244. (oo)

brooch	door	floor
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## Sec. 235. (ou)

soul	though	shoulder	mourned	mould
four	dough	source	although	smoulder
pour	gourd	ourn	courtier	poultice
court	course	fourth	boulder	borough

(See Section 232, page 209 of this book, for ow.)

*Equivalents of u (ew).* Sec. 261Drill pages in the *Manuals*: Old, page 97; New, Lesson 71

dew	Kew	blew	stew	jewel
few	mew	flew	view	Newport
hew	new	knew	whew	sinews
Jew	pew	slew	Lewis	skewer

## Sec. 262. (ui)

suit	juice	juicy
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*The sound of c before e, i, and y (ç). Sec. 368*Drill pages in the *Manuals*: Old, page 95; New, Lesson 72

(a)	ace	race	farce	prance	chancel
	dace	brace	chance	trance	cancer
	face	Grace	dance	palace	lancet
	lace	place	France	surface	lancer
	mace	space	glance	lattice	Alice
	pace	trace	lance	cancel	fragrance
(b)	cent	fleece	cere	presence	receive
	fence	piece	center	cellar	deceive
	hence	niece	central	excel	ceiling
	thence	fierce	descent	preface	Cecilia
	whence	scene	crescent	discern	Cecil
	pence	cede	silence		
(c)	ice	nice	spice	price	since
	dice	rice	twice	icicle	prince
	mice	vice	thrice	suffice	quince
(d)	once	Joyce	pounce	office	pronounce
	force	choice	notice	province	poultice
	voice	ounce	police	rejoice	cowardice
(e)	Bruce	juice	reduce	succeed	prejudice
	spruce	dunce	produce	precede	prudence
	truce	deduce	justice	exceed	introduce
(f)	scent	scepter	science	abscess	scenery
	scene				
(g)	cite	cider	citron	pacify	principle
	city	circus	rancid	decisive	discipline
	civil	excite	pencil	cinder	cinnamon
	civet	cipher	decide	Pacific	Cinderella
	acid	circle	docile	council	proboscis
	cities	viscid	scissors	Priscilla	

(h) Nancy	fleecy	Lucy	secrecy	constancy
fancy	mercy	bicycle	vacancy	currency

(See Word List in the *Manual*, Sections 133, 135, for additional words that illustrate this sound of c.)

*Sound of g before e, i, and y (g).* Sec. 369

Drill pages in the *Manuals*: Old, page 95; New, Lesson 73

(a)	age	aged	plumage	mange	language
	cage	image	package	range	exchange
	gage	adage	courage	change	orange
	sage	usage	cottage	strange	danger
	page	manage	cabbage	charge	discharge
	rage	passage	baggage	large	Margery
	wage	message	carriage	barge	challenge
	stage	voyage	marriage	angel	Geppetto
(b)	gem	gender	siege	German	gesture
	germ	genius	liege	genuine	gelatine
	verge	gentle	oblige	general	Geoffrey
(c)	doge	college	pigeon	George	sponge
	forge	Roger	oxygen	gorgeous	scourge
(d)	bulge	huge	deluge	surgeon	dungeon
	purge	plunge	courage	sturgeon	
(e)	gill	giant	rigid	region	gipsy
	gin	agile	fragile	gentile	fugitive
	gibe	magic	engine	legion	ginger
(f)	gypsum	gypsy	gyrate	Egypt	geology

(See complete Word List in the *Manual*, Sections 67, 71, 114, 116, 120, 310, for additional words that illustrate this sound of g.)

*The sound of Broad a (a).* Sec. 207

Drill pages in the *Manuals*: Old, pages 97, 99; New, Lesson 74

bald	alder	Aldrich	Spalding	Waldo
scald	caldron	Malden	thralldom	Alden

## Sec. 213

all	fall	mall	small	wall
ball	gall	pall	stall	thrall
call	hall	squall	tall	

## Sec. 226

malt	Galt	halt	salt	waltz
alter	Walter		paltry	Baltimore
falter	Dalton		Baltic	

## Sec. 263. (aw)

caw	draw	bawl	dawn	lawyer
jaw	flaw	crawl	fawn	crawfish
law	gnaw	shawl	lawn	hawthorn
paw	slaw	trawl	pawn	awkward
raw	squaw	scrawl	drawn	tomahawk
saw	straw	sprawl	prawn	brawny
claw	thaw	hawk	spawn	tawny

## Sec. 264. (au)

cause	Gaul	Saul	because	Maurice
clause	gauze	taut	Caudle	August
Claude	haul	vault	caucus	saucer
daub	Maud	vaunt	faucet	sausage
fault	Paul	autumn	gaudy	Austrian
fraud	pause	author	Laura	sauce

## Sec. 266. (augh)

caught	daughter	haughty	naught
taught	slaughter	naughty	fraught

## Sec. 267

balk	calk	chalk	stalk	talk
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*The sound of ar after the sound of w (ar). Sec. 274*Drill pages in the *Manuals*: Old, page 97; New, Lesson 75

war	warn	warmth	dwarf	quarter
ward	warp	warble	quart	
warm	wart	wharf	quartz	

*The sound of or after w (or). Sec. 285*Drill pages in the *Manuals*: Old, page 97; New, Lesson 76

work	worse	worry	worship	word
world	worth	worthy	worm	

*Es adds a syllable to primitive word. Sec. 360*Drill pages in the *Manuals*: Old, page 98; New, Lesson 77

ashes	slashes	meshes	vanishes	blushes
faces	braces	dances	fences	pieces
ages	pages	changes	cringes	bridges
passes	cases	cresses	mosses	chooses
axes	vexes	mixes	sixes	foxes
gazes	hazes	mazes	blazes	glazes

(See Word List of the *Manual* for additional words in this Section.)*Es does not add a syllable to the primitive word. Sec. 361*

tubes	likes	flames	hopes	motes
fades	smokes	times	dupes	lutes
rides	jokes	lanes	cares	staves
safes	dukes	wines	fires	graves
clothes	males	stones	stores	hives
writhes	miles	tunes	cures	lives
bathes	moles	capes	mates	stoves
bakes	mules	types	bites	loves

*The sounds of ear (är).* Sec. 258Drill pages in the *Manuals*: Old, page 98; New, Lesson 78

earl	heard	earnest	pearl	earn
earth	hearse	learned	pearly	
early	learn	searched	yearn	

## Sec. 259. (är)

heart	hearken	hearth
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*The sounds of ou and ough (ough = augh).* Sec. 237Drill pages in the *Manuals*: Old, pages 99-100; New, Lesson 80-81

bought	ought	sought	cough	nought
brought	fought	thought	trough	

## Sec. 236. (ou = ũ)

young	rough	trouble	Clough
sough	tough	couple	courage
slough	touch	country	double
nourish	enough	cousin	Douglas

## Sec. 238. (our = ür)

journey	scourge	adjourn
tourney	courtesy	journal

## Sec. 233 (ou = ow)

vouch	slouch	bough	plough	slough
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(See Word List of the *Manual* for additional words in this Section.)*The sound of qu (kw).* Sec. 362Drill pages in the *Manuals*: Old, page 100; New, Lesson 82

quack	quality	equip	quiver	squeak
quail	Quentin	quince	quiz	squeal
quaint	quench	quit	quire	squeeze
quart	quest	quick	squash	squib
quake	quell	quill	squall	squirt

quartz	question	quilt	square	squire
quarry	queer	quiet	squad	squint
quarrel	queen	quite	squaw	squirrel

**Qu = k**

conquer	opaque	mosque	etiquette
lacquer	parquet	unique	masquerade
liquor	mosquito	coquette	grotesque

**Mb like m. Sec. 344**

Drill pages in the *Manuals*: Old, page 101; New, Lesson 83

lamb	climb	bomb	plumb	Thumbkin
jamb	tomb	numb	thumb	lambkin
limb	comb	dumb	crumb	

**Mb as in number.**

limber	slumber	grumbler	stumbling
timber	tumbler	mumbled	crumbling

**T silent in the endings ften, sten, stle. Sec. 341-343**

Drill pages in the *Manuals*: Old, pages 101, 102; New, Lesson 84

**Sec. 341**

often	soften
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**Sec. 342**

fasten	christen	glisten	listen
moisten	chasten	hasten	

**Sec. 343**

nestle	bristle	mistletoe	apostle	bustle
pestle	epistle	thistle	jostle	hustle
trestle	gristle	whistle	throstle	rustle
wrestle				

**Ph like f. Sec. 346**Drill pages in the *Manuals* : Old, page 103 ; New, Lesson 85

phase	pamphlet	Christopher	lymph	prophet
phrase	sphere	siphon	hyphen	trophy
caliph	zephyr	Philip	physics	phoenix
phalanx	seraph	cipher	orphan	photograph
graphic	pheasant	sphinx	phonics	sulphate
camphor	elephant	sylph	gopher	sulphur
phantom	nephew	nymph	dolphin	triumph

**Tion like shun. Sec. 328**Drill pages in the *Manuals* : Old, page 103 ; New, Lesson 86

(a) action	attention	addition	adoption
fraction	intention	condition	suction
attraction	direction	friction	introduction
contraction	collection	position	instruction
subtraction	affectionate	option	production
(b) nation	vexation	decoration	motion
ration	plantation	declaration	notion
station	invitation	solution	multiplication
vocation	foundation	secretion	revolution
relation	education	emotion	promotion

**Tion like chun.**

question

**Sion like shun. Sec. 329**

mansion	session	expression	dismission	excursion
passion	confession	mission	permission	compulsion
compassion	possession	tension		

**Sion like zhun. Sec. 330**

abrasion	adhesion	division	corrosion	conclusion
invasion	cohesion	precision	explosion	confusion
occasion	collision	vision	allusion	delusion



**Ous like us. Sec. 331**

famous	porous	glorious	mischievous	victorious
joyous	wondrous	hideous	generous	industrious
jealous	beauteous	furious	dangerous	instantaneous

**Tious like shus. Sec. 332**

(a) fictitious	nutritious	ambitious	fractious
(b) cautious	vexatious		

**Cious like shus. Sec. 333**

(a) delicious	suspicious	auspicious	precious
(b) spacious	capacious	sagacious	rapacious
ferocious	gracious	tenacious	voracious

**Cial like shal. Sec. 334**

(a) official	provincial	financial	especial
beneficial	artificial	commercial	
(b) social	racial	crucial	

**Tial like shal. Sec. 335**

martial	initial	reverential	providential
partial	essential	prudential	substantial

**Tian like chan. Sec. 336**

. fustian      Christian      Sebastian

**Cian like shan. Sec. 337**

optician	politician	physician	magician	mathematician
logician	patrician	musician		

**Tien like shen. Sec. 338**

patient      quotient      patience

**Cien like shen. Sec. 339**

sufficient    proficient    efficient    deficient    conscience

**Slen like shen. Sec. 340**

transient

**Eau like ɔ. Sec. 345**

beau            chateau        bureau        plateau        Bordeaux  
tableau

**Kn like n. Sec. 372**

knap	knelt	knit	knot	knurl
knave	knell	knob	knout	knapsack
knead	knife	knobby	know	knowledge
knee	knives	knock	knew	knuckle
kneel	knight	knoll	knub	knurly

**Wr like r. Sec. 373**

wrap	wreathe	wright	writhe	awry
wrack	wreck	wring	wrong	wrangle
wraith	wren	wrist	wroth	wrestle
wrath	wrench	writ	wrung	wretched
wreak	wrest	write	wrought	wriggle
wreath	wretch	wrote	wry	

**Bu like b. Sec. 374**

build	builder	busy	buyer	buy
built	building	business		

**Mn like m. Sec. 375**

autumn	hymn	condemn	limn
column	solemn	contemn	

**Ln like l.**

kiln

**Gu like g. Sec. 376**

guard	guilt	guerdon	league	fatigue
guess	guise	guerilla	plague	intrigue
guest	guilty	guardian	rogue	catalogue
guide	guinea	guillotine	vague	dialogue
guild	guitar	brogue	vogue	pedagogue
guile	guidon	fugue	languor	synagogue

**Gu like gw. Sec. 377**

guano	anguish	language	iguana	distinguish
guava	languish	linguist	sanguine	extinguish
Guelph	languid	penguin	unguent	lingual

**Gn like n. Sec. 378**

gnarl	gneiss	feign	sign	condign
gnash	gnome	reign	assign	ensign
gnat	gnu	campaign	benign	resign
gnaw	deign	foreign		

**H silent. Sec. 379**

hour	herb	honest	honesty	herbage
heir	honor	Honora		

**Ch like k (ch). Sec. 380**

Christ	chasm	chemist	chlorine	chromatic
chrism	ache	Mechlin	cholera	chronicle
choir	school	scholar	Chaldee	chrysalid
chord	echo	schooner	Christian	chrysalis
chrome	scheme	chronic	Christmas	character
conch	chyme	trochee	drachma	chloroform

Chloe	chyle	stomach	mechanic	chronometer
chorus	anchor	monarch	chimera	strychnine
choral	orchid	christen	chemistry	catechism
chaos	orchis	sumach	technical	Alnaschar
Chiron	chemical	Achilles	Pinocchio	

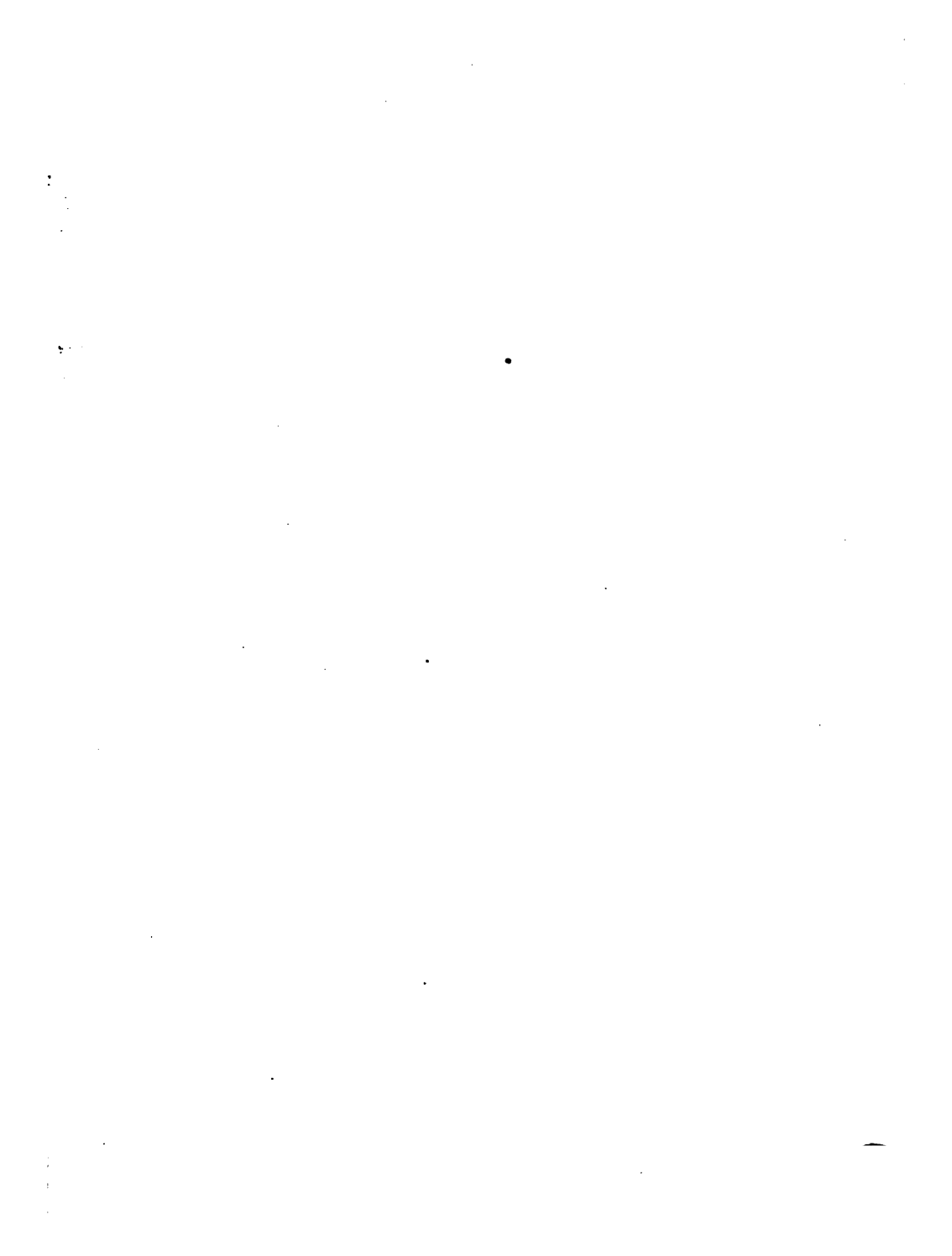
**W silent. Sec. 381**

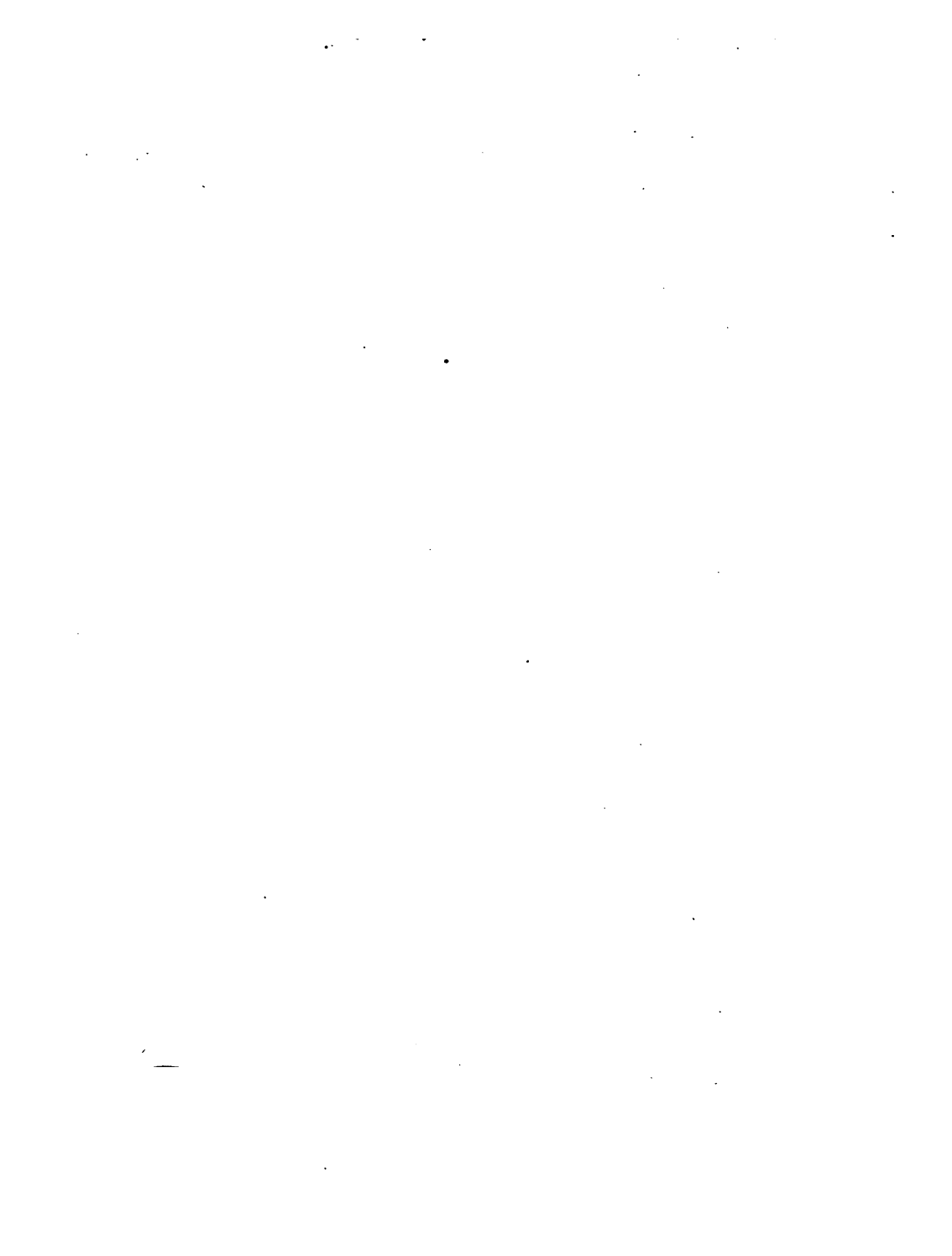
sword	whole	whom	whoop
answer	who	whose	

**U and ew after r, sh, and y take the sound of ōō. Sec. 349**

(a)	rue	ruble	cruise	gruel	prune
	rude	ruin	cruse	extrude	fruit
	rule	rumor	bruit	construe	imbue
	Ruth	rural	brute	abstruse	scruple
	rune	recruit	bruin	accrue	true
	ruby	cruel	bruise	prude	truth
	rubric	crude	drupe	Reuben	Haru
(b)	shute	sure	yule		
(c)	crew	grew	strew	shrew	chew
	brew	screw	threw	shrewd	yew
	drew				

**U as in *sugar* (ōō).**





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